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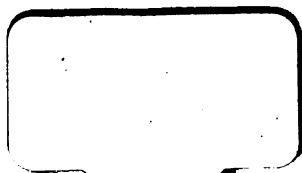
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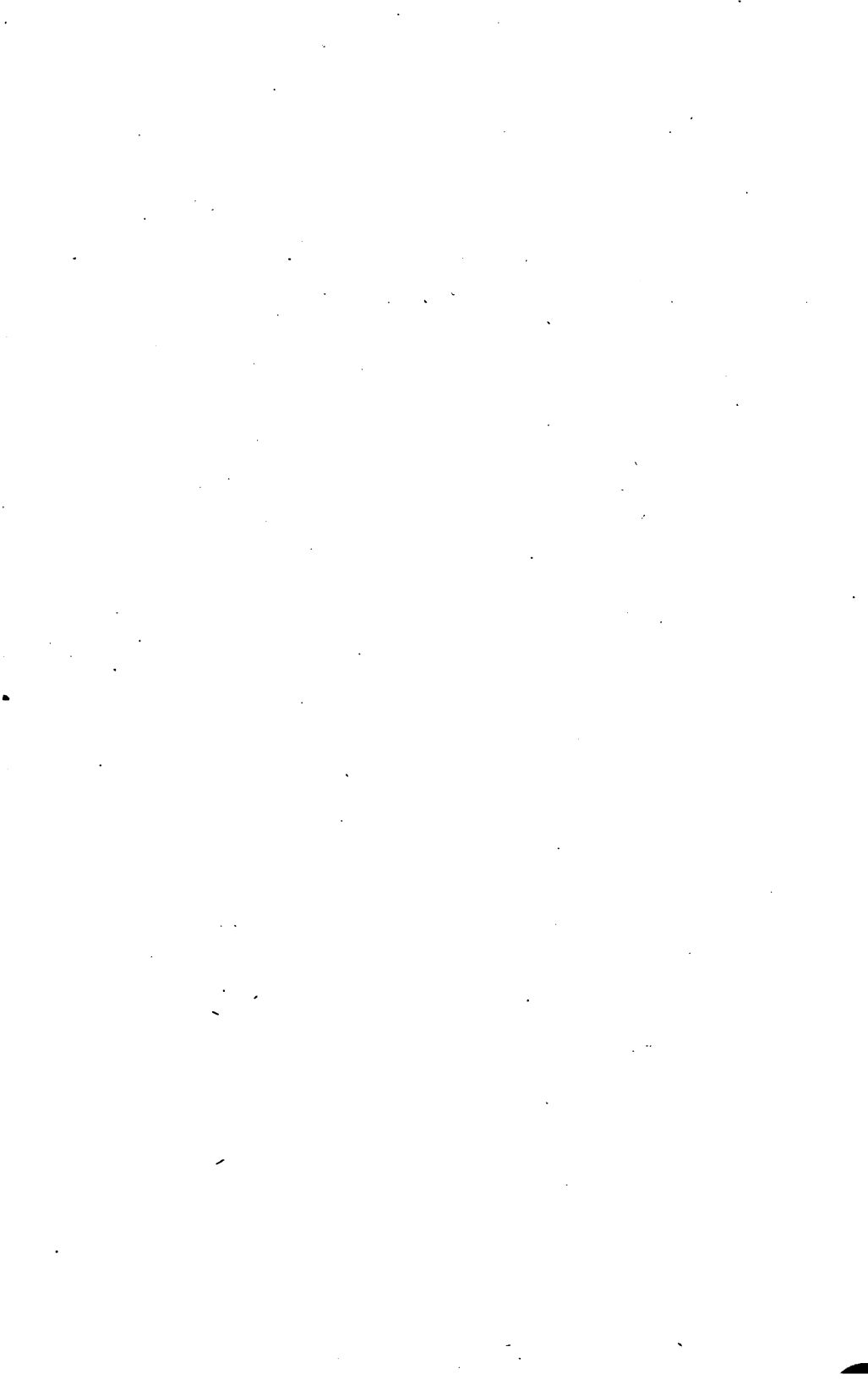
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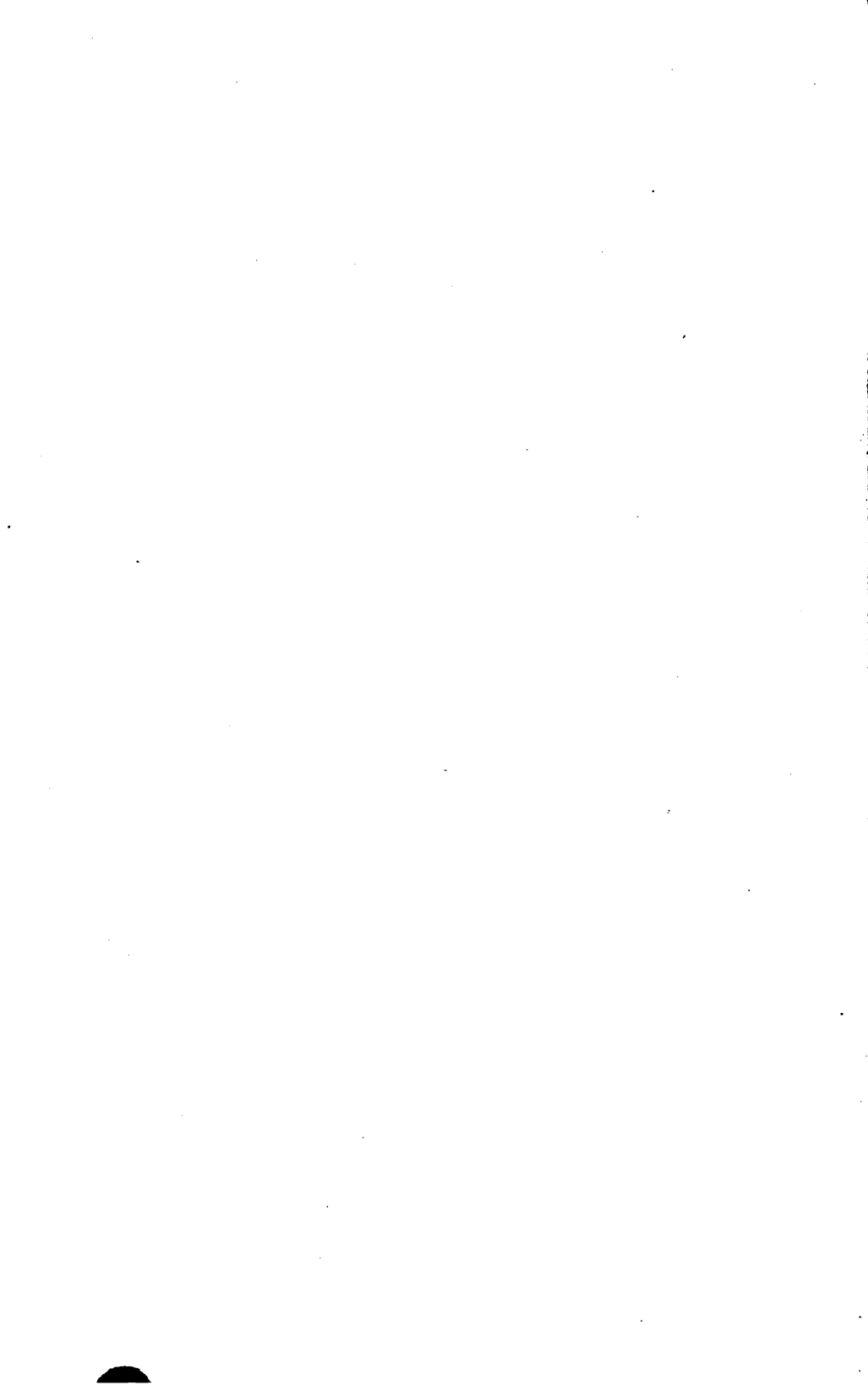
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REPORT

TO THE

TRUSTEES OF THE DICK BEQUEST.



REPORT

TO THE

TRUSTEES OF THE DICK BEQUEST

*ON THE RURAL PUBLIC (FORMERLY PAROCHIAL)
SCHOOLS OF*

ABERDEEN, BANFF, AND MORAY

WITH SPECIAL REFERENCE TO THE HIGHER INSTRUCTION IN THEM

Simon Gomerall BY
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EDINBURGH; VISITOR FOR THE TRUSTEES

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At a meeting of the Trustees held on 26th May
1890—*Inter alia*,—

“The Clerk mentioned that in terms of the Minute of 6th March, the Report to the Trustees by Professor Laurie, the Visitor of Schools, had been printed with a view to being published, and that proof copies were some time ago sent to the Trustees for perusal. The Trustees, having considered the matter, now resolve that the Report be published, that 500 copies be obtained, and that the Clerk retain, for future occasions, all copies not required for distribution.”

Extracted from the Minutes by

GEORGE BAYLEY, W.S.,
Clerk and Treasurer.

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CHAPTER I.

HISTORICAL SKETCH OF THE PAROCHIAL SCHOOL SYSTEM OF SCOTLAND—RELATION OF THE DICK BEQUEST TO IT, AND GENERAL PRINCIPLES OF ADMINI- STRATION.

THE first Reformation Document of national importance bearing on the education of the Scottish people is contained in the "First Book of Discipline, or the Policy of Discipline of the Church," drawn up by John Knox and others, presented to the nobility of the kingdom in the year 1560, and afterwards subscribed by the Kirk and Lords. This most interesting of all documents in the early history of post-Reformation education in Europe proceeds on the preamble that it is the "office and duty of the godly magistrate" so to "provide at the utmost of his power how [the Church of God] may abide in some purity in the posterity following." It maintains the duty of the State to be "most careful for the virtuous education and godly upbringing of the youth of the realm," "for as the youth must succeed to us, so we ought to be careful that they have knowledge and erudition to profit and comfort that which ought to be most dear to us, to wit, the Kirk and Spouse of

our Lord Jesus Christ." "Of necessitie it is," if this end is to be attained, "that every several Kirk have one Schoolmaster appointed, such a one at least as is able to teach Grammar and the Latine tongue if the town be of any reputation : if it be upland where the people convene to the doctrine but once in the week, then must either the reader or minister then appointed take care of the children and youth of the parish to instruct them in the first rudiments, especially in the Catechism.¹ Further, we think it expedient that in every notable town, and especially in the town of the Superintendent, there be erected a Colledge in which the arts, at least logick and rhetorick, together with the tongues, be read² by sufficient masters, for whom honest stipends must be appointed. Also that provision be made for those that be poore, and not able by themselves nor by their friends to be sustained at letters, and in special *these that come from landward.*" In this way the Reformers believed that the youth, being under the supervision of their own friends, would be preserved from many evils, and the "great schools or universities" be "replenished with those that be apt for learning." No father of "whatsoever estate or condition" is to be allowed to bring up his children "according to his own fantasie"; but all "must be *compelled* to bring up their children in

¹ Calvin's Catechism, translated in the Book of the Common Order.

² The word *legere* was used in mediæval times as meaning "to teach," masters in the universities having before the invention of printing to read or dictate, their scholars writing down what was dictated, and then getting it up.

learning and virtue." Provision for the poor is then suggested. The subjects of instruction are to be the Catechism and the Christian religion, including proper forms of prayer, grammar, Latin, "the arts of philosophy" and the other tongues, a portion of time being given to those studies which bear directly on the future business in life of the scholars. To learn reading and the Catechism, and to start the grammar, two years are stated to be sufficient; then four years to learn Latin, Greek, Logic, and Rhetoric. After this course, the boy of apt parts was to enter upon University studies, with a view to his future profession as Minister, Doctor, or Lawyer, continuing these till he was twenty-four years of age.

Such was the scheme laid down by the Reformers; but, though universally approved, it did not in the then troubled state of affairs become law.

It is worthy of remark that all the leading aims and principles which have characterised Scottish education, and still characterise it, were embodied in the first formal public document dealing with the subject as a matter of national policy. The external organisation of schools, the democratic universality of the proposed system, the religious purpose which was to animate the teaching, the provision for the free education of the poor, the institution of bursaries to carry boys of promising talents into the higher walks of life, compulsion where needed, and the professional character of the universities, all these things were propounded by the Reformers and they still form the

text of all our educational utterances on the platform, and in the press.

Seven years after the appearance of the "First Book of Discipline," the Scots Parliament¹ ordained that all Schools "to burgh and land," and all Universities and Colleges be reformed, and that all teachers, both public and private, be "tried by the superintendents or visitours of the Kirk."

It is clear from this that though the original scheme had not been carried out, education had been making considerable progress, and that "Colleges"—that is to say, secondary schools—existed in many provincial towns. The institution of elementary schools also in connection with the parochial Kirks had been progressing.

At last, the Privy Council in 1616² *ordered* the establishment of a School in every parish, at sight and by advice of the Bishop of the diocese. This Act was ratified by Parliament in 1633,³ with the very important and significant addition that power was given to the Bishops, with consent of the majority of the parishioners (if the heritors *i.e.* landed proprietors refused to act), themselves to plant the school and impose a land tax for its maintenance, right of appeal to the Privy Council being given to the heritors.

We find the General Assembly in 1642 recommending to Parliament the appointment of a Reader and a School in every Parish, from which we may infer that

¹ Act, James VI., cap. 2, 1567.

² Act of Privy Council, 10th December 1616.

³ Act 1633, cap. 5.

many parts of the country had been slow to obey the Act of 1633.

The Estates of Parliament, indeed, had again to intervene in 1646¹ in order to enforce the erection of schools where they had not been already provided. They enjoined the heritors to set up a schoolhouse, to fix a stipend for a schoolmaster, and, they failing, power was given to the Presbytery of the bounds to take action. An Act of 1662 further required all teachers, public or private, to obtain a licence from the "ordinary of the Diocese."

Save in outlying or thinly peopled districts, we may fairly conclude that Scotland was pretty well provided with the means of elementary education from about 1633 onwards.² It was not till some time after, however, that the good intentions of Parliament and the Church were fully carried out.

After the abolition of Episcopacy and the return to quieter times, education again engaged the attention of the Legislature. The Act of 1696 provided that a school should be settled in every parish by the heritors and minister; that the heritors should build a commodious schoolhouse, and provide a salary, not above 200 nor under 100 merks (£5, 11s. 1½d.); and that if the heritors when assembled could not agree, the Presbytery should apply to the Commissioners of

¹ Act 1646, cap. 17.

² The Records of Kirk Sessions contain constant references to the schools in the earlier part of the 17th century as well as later. Mr. Cramond of Cullen, one of the Teachers connected with the Bequest, has made many interesting researches in the Records.

Supply for the county, who, or any five of them, should have power to establish a school, assessing the heritors in proportion to their valued rent.

The next Parliamentary Act was passed in 1803, and was fuller in its details. While increasing the schoolmasters' stipends, and making them payable by the heritors¹ as heretofore, it provided for the revision of the money payment once in twenty-five years. The average price of the chalder of oatmeal for the twenty-five preceding years was to be struck by the Sheriff of the county, and the salary of the schoolmasters fixed according to this average by the heritors and minister. The money-value of a chalder of oatmeal in 1803 was 200 merks, or £11, 2s. 2½d. The Act ordered that the minimum payment to the schoolmaster should thenceforth be the value of a chalder and a half, or £16, 13s. 5d., and the maximum payment the value of two chalders, or £22, 4s. 5d. The parish minister of the Established Church was appointed superintendent of the parochial school,² but the real power was vested in the Presbytery within whose bounds the school was situated. Not only had the teacher elected by the heritors and minister to compare before the Presbytery (after having taken the oath to the Sovereign before a Justice of Peace), and be examined by the members of it as to the "sufficiency for his office, in respect of morality and religion, and of such branches of litera-

¹ Both the Act of 1696 and that of 1803 gave the heritors relief from their tenants to the amount of one-half their proportion of the school-tax, but, as a matter of fact, the majority of heritors never took advantage of this source of relief.

² Clause xix.

ture as by the majority of heritors and minister [were] deemed most necessary and important for the parish"; but on a complaint being made to them against the teacher by the heritors, the minister, and the elders, of immoral conduct, neglect of duty, or cruelty, they could, after satisfactory proof, censure, suspend, or dismiss the schoolmaster. The Presbytery had also the power of fixing the hours of teaching and the length of the annual vacation, it being left to the minister and heritors to determine the rate of fee to be charged. Religion was one of the subjects required by the heritors and minister to be taught, and the orthodoxy of the teacher was guarded by his being required to sign the Confession of Faith and Formula of the Church of Scotland. The Presbytery had, of course, a right of visitation.

In the fifth year of the reign of His Majesty George IV., there was passed an "Act to amend an Act for building additional places of worship in the Highlands and Islands of Scotland" (5 Geo. IV. c. 90) under which some of the too extensive parishes in the remote regions of Scotland were divided, and churches and parishes constituted. Following the tradition as to the erection of a school in every parish, "An act to facilitate the Foundation and Endowment of Additional Schools in Scotland" was passed in 1838. The new parishes went, and still go, by the name of Parliamentary parishes, and the schools erected under the Act of 1838 were commonly called Parliamentary Parish Schools. The

Heritors, however, only provided a school and master's house, and the salary was paid by the Imperial Treasury. An obligation imposed in the Act of 1803 on parochial schoolmasters to teach *gratis* such poor children as "the Heritors and Minister shall recommend," was extended also to the Parliamentary teachers. The next Act of 1845 simply remedied a defect of previous Acts, by giving the Commissioners of Supply for the county power to appoint a teacher, on failure of the local authorities to do so within a limited time.¹

The next Act of Parliament of any importance is dated 1861. It increased the salaries of the schoolmasters to a minimum of £35 and a maximum of £70, and substituted for the religious and ecclesiastical Test a general Declaration by the teacher-elect that he "would never endeavour, directly or indirectly, to teach or inculcate any opinions opposed to the Divine authority of the Holy Scriptures, or to the doctrines contained in the Shorter Catechism, and that he would faithfully conform thereto in his teaching. Further, that he would not exercise the functions of his office to the prejudice or subversion of the Church of Scotland as by law established, or the doctrines and privileges thereof."

The examination of schoolmasters-elect was by the same Act transferred from Presbyteries to Boards of Examiners appointed by the Courts of each of the

¹ The short Acts of 1854 and 1857 merely regulated the mode of ascertaining and fixing the salaries of parochial schoolmasters.

four Universities respectively, each examining body having an area assigned to it.

The censure, suspension, or dismissal of a school-master for neglect of duty was transferred to the heritors and minister of each parish, after taking into due consideration a report by one of Her Majesty's Inspectors of Schools, but it had to be concurred in by the Presbytery of the bounds.

The power of censure, suspension, or dismissal for immoral conduct or cruelty was transferred to the Sheriff of the county.

The power of censure, suspension, or dismissal of the master for religious teaching in contravention of his declaration, was transferred from the Presbytery to a Commission to be appointed in each case of complaint by a Secretary of State, their judgment taking effect only after receiving the Secretary's approval.

The heritors had always been empowered to assess themselves for more than one school. By the Act of 1861 they were empowered also to assess for a female school, but in no case could the parochial assessment exceed £110 in all for educational purposes.

The remaining alterations and amendments of previous legislation it is not necessary to detail in this place. It is only necessary further to note the fact that the powers of visitation by the Presbytery were not repealed, and that Clauses XIII. and XIX. of the Act would have remained inoperative, if the right of Presbyterial visitation had not been presumed by Parliament to exist and to be exercised by the Presbyteries.

The reader will notice the protection granted to the teacher in the free exercise of his office. He was virtually appointed *ad vitam aut culpam*.

The preceding paragraphs give a short outline of the history of the Scotch Parochial School system, to which the Dick Bequest Trustees had to adapt themselves, without, on the one hand, rousing the jealousy of the various parties interested in the management of the schools, viz. the teacher, the heritors, the parish minister, and the Presbytery ; or, on the other hand, failing to give effect to the testator's wishes by securing the co-operation of all connected with the parochial schools in promoting their advancement and elevation. The purposes of the Testator will be found in the note appended to this chapter. It will suffice for the purposes of this Report to summarise the leading principles of administration which the Trustees devised.

It was contended by many in the North that an equal division should be made of the annual free proceeds of Mr. Dick's endowment, withholding the benefit of it only from such teachers as notoriously failed to discharge their duty. To have done this would have been to convert the Bequest into a charity. The Trustees, on the contrary, held, and have always held, that the money which they distribute annually is not a charitable or eleemosynary endowment, but a reward for good scholarship and efficient teaching. That they were right in taking this view of the Bequest is clearly shown by the terms of

Mr. Dick's Testament, in which the Trustees are empowered to pay the income to "such one or more [of the schoolmasters], in such proportions, and generally to dispose of the said income among them in such manner as to the Trustees shall seem most likely to encourage active schoolmasters, and gradually to elevate the literary character of the parochial schoolmasters and schools"; and further, "to increase, diminish, or altogether to discontinue the salary or allowance to be from time to time made to all or any." The Trustees accordingly were not only authorised but manifestly required to apply the Bequest to the encouragement of literary attainment in the teachers of the three counties, of Aberdeen Banff, and Moray to the promotion of efficiency in teaching, and to the literary advancement of the schools. These three objects they have kept steadily in view throughout their administration.

To ensure the "elevation of the literary character" of the schoolmaster, the Trustees imposed a stringent examination on all claimants for participation in the Bequest. The subjects were Latin, Greek, English Grammar and Analysis, English Literature, History (outlines, ancient and modern), Geography (mathematical and physical), Physics, Arithmetic, Geometry, Algebra, Trigonometry.¹ To those unacquainted with Scottish education, it may seem that this was too high a demand to make on teachers of rural parochial schools. But if we bear in mind that, in consequence of the in-

¹ See Appendix v.

adequate development of the middle or secondary school system in Scotland, the parochial schools have from their first institution been expected to prepare pupils for the universities, and that an university education is accessible on fairly easy terms to almost all the northern youth of Scotland who give signs of promise, the Trustees will not be considered to have interpreted in too strict a sense Mr. Dick's desire to raise the literary character of the parochial schoolmasters. That the standard of "pass" in the Dick Bequest examination is sufficiently high is testified by the fact that graduates of Aberdeen are frequently cast in their first attempts, and that marks of distinction have seldom been obtained by any save those who had been already favourably known at their university for high proficiency in more than one department of study.

To raise the character of the instruction given in the schools, the Trustees attached a certain number of marks, bearing a money value, to the "higher subjects" of instruction.

And finally, to secure the activity and efficiency of the teachers, they empowered their Visitor to give a certain proportion of marks for "merit in teaching," and to deduct from the teacher's marks should there be neglect of duty or inefficiency.

To insure the confidence of the Minister of each parish, the Trustees communicated to him a copy of all correspondence with the teacher which was of any importance.

To insure the co-operation of Presbyteries and remove their objections to the intrusion of an alien

authority between them and the schools of which they had legal superintendence, they were asked to report annually on each school in detail ; this Report being accepted by the Trustees as an element in forming their judgment as to its efficiency. The wisdom which guided the early action of the Trustees was justified by the event.

Up to 1855, the Visitor reported on each school only once in three years, accepting for the intervening years, save when strong reasons existed for doubting or discounting it, the annual Report of the Presbytery within whose bounds the several schools were situated. In 1856, when I was appointed to succeed Professor Menzies, it was resolved to visit the schools once every two years.

Speaking of the period antecedent to 1872, the result of these arrangements, in co-operation with the bursary system of the University of Aberdeen, was that the three north-eastern counties were provided with a very high class of parochial schoolmasters—all of them, with two or three exceptions, graduates, and fully competent to carry their pupils up to the gates of the university. The problem of “a career open to talent and accessible to the poorest”—paupers even when they were of promising character, being instructed in classics and mathematics and sent on to the university—was solved as it never had been solved in the history of education in any country. The schools were constantly referred to as models of the old Scottish parochial schools which have done so much for Scotland.

Can we say the same now? That is a question

which will be considered in the subsequent pages of this Report.

The Bequest came into operation in 1832, and I may here say, that from that time to this the action of the Trustees has been so entirely in accord with the educational aims of all those in the North whose opinion is most worthy of respect, that the administration has been singularly smooth in its working.

The first change in the education of Scotland of any importance as affecting the operations of the Trustees was the extension of Parliamentary Grants in aid to Scotland. This step on the part of the state marks the beginning of the modern epoch. For various reasons, unnecessary to detail here, the grants were not at first taken advantage of by the statutory parochial schools. Among other conditions of enjoying the Parliamentary augmentation of salary (£15) was this, that the heritors and minister (then constituting the School Board) should pay a salary of £15 in excess of the statutory minimum prescribed in the Education Act. In 1860 (four years after my appointment), one-fifth of the teachers enjoyed the benefit of this augmentation, and were, consequently, annually reported on by the Government Inspector. After the passing of the Act of 1861, already referred to, the number of participants began gradually to increase.

The influence of the Government Inspectors on the education of the three counties was, so far as I could observe, wholly beneficial; in any case, there was no

reason why the Government, the Presbyteries, and the Dick Bequest Trustees should not co-operate. At the same time, it was clear enough that a new power had intruded itself into the educational system of the country, and, whereas the Visitor of the Trust had been up to this time the sole lay and professional inspector in the north-eastern counties, he had now to reckon with a new state of things, all the more difficult to contend with that the Government representative inspected annually, whereas the Dick Bequest representative "visited" only once in two years. Fortunately, there was no occasion of conflict. The two agencies worked quite harmoniously; and, for myself, I found the attention which the Government Inspector was under obligation to pay to questions of school-organisation and to the instruction of the initiatory classes, a distinct advantage. It enabled me to give a larger proportion of my time to the higher classes and subjects.

In the Revised Code of 1864, however, it was proposed to reduce all Government grants to schools by the amount of any endowment which they enjoyed. The Trustees saw that this would virtually convert their grants into a mere substitute for rates, and deprive them of all influence on the higher education of the country. They took energetic action along with others interested in education, and the result was the withdrawal of the ill-advised provision.

The above narrative, supplemented by the Note

appended, brings down the history of the Bequest in its relation to the parochial system to the date of my Report of 1866, and virtually to 1872. Since the latter date, the changes in the Code issued from year to year in terms of the Act have been so numerous that the Trustees thought it right to postpone the issuing of any further public Report till now, when they are on the eve of changes of an important kind, and have gained sufficient experience of the new conditions of rural education to enable them to estimate correctly their effect on the working of the Trust.

APPENDIX TO CHAPTER I.

ORIGIN AND AMOUNT OF THE BEQUEST.

The founder of the Dick Bequest was James Dick, Esq., of Finsbury Square, London. He was born of respectable parents, in the burgh of Forres, Morayshire, upon 14th November 1743. No authentic particulars of his early years have been obtained; but he is said to have received an excellent education. At the age of nineteen he went to the West Indies, and entered a mercantile house at Kingston, Jamaica, where his talents and industry soon gained for him a share in his employer's business. After twenty years he returned to England with a considerable fortune, to which by judicious speculation he made large additions.

Mr. Dick died on 24th May 1828, bequeathing nearly his whole fortune to the maintenance and assistance of "the Country Parochial Schoolmasters" in his native county of Elgin or Moray, and in the neighbouring counties of Banff and Aberdeen.

The Bequest amounted, in 1833, to a capital sum of £113,147, 4s. 7d., which was afterwards increased to £118,787, 11s. The annual income fluctuates with the rise and fall of the rate of interest upon land securities in Scotland; and the

free annual revenue, after deducting all expenses of management, has varied since 1835 from £5489, 6s. 10d., to £3326, 17s. 3d. The amount divided among the schoolmasters in 1889 was £3785, 17s. 6d.

The following is the passage of Mr. Dick's Will relative to the Bequest :—

Terms of the Bequest, from Mr. Dick's last Will and Testament, dated 18th May 1827.

“And it is my will, that the said Principals and Professors¹ shall pay the interest, dividends, and annual produce of such securities, from time to time, as the same shall become due, to the Professors of the Faculties of Arts and Divinity in the said Colleges for the time being, to be by them applied in manner, and subject to the regulations hereinafter mentioned, to the maintenance and assistance of the Country Parochial Schoolmasters, as by law established, in the three counties of Aberdeen, Banff, and Moray, excluding the royal burghs; it being my wish to form a fund for the benefit of that neglected, though useful class of men, and to add to their present very trifling salaries: And with regard to the distribution of the income arising from the said fund, and to the selection of the objects to be benefited thereby, I wish the following rules to be observed: *First*, That the Country Parochial Schoolmasters, by law established, in the three counties of Aberdeen, Banff, and Moray, exclusive of the royal burghs, shall alone be entitled to the benefit of the said fund;—*Secondly*, That the income thereof be applied in such manner, as not in any manner to relieve the Heritors, or other persons, from their legal obligations to support Parochial Schoolmasters, or to diminish the extent of such support, and so as not to interfere with the rights or power of Heritors and Presbyteries over Schoolmasters, or the schools intrusted to their care, as the same rights or powers are by law insured to them;—*Thirdly*, That the said Professors for the time being shall have full power to pay and distribute the income of the said fund, from time to time, to or among all or such one or more of the Parochial-Schoolmasters aforesaid, in such proportions, and, generally, to dispose of the said income among them, in such manner as to such Professors shall seem most likely to

¹ This nomination having been revoked by Mr. Dick, the selection of Trustees was settled by proceedings in Chancery after his death.

encourage active Schoolmasters, and gradually to elevate the literary character of the Parochial Schoolmasters and Schools aforesaid; and, for these purposes, to increase, diminish, or altogether to discontinue, the salary or allowance to be from time to time made to all or any of such Schoolmasters, without being accountable for so doing: And I particularly recommend the said Professors to pay great attention to the qualifications and diligence of the several Parochial Schoolmasters, for and in superintending the education of Students in the said Colleges, during the intervals between the sessions hereof, and for and in preparing youths for the said Colleges,—taking care, at the same time, that the common branches of education are properly attended to at the said Parochial Schools; and in order to enable the said Professors to perform the several trusts aforesaid more easily, I authorise them to appoint a proper person, from time to time, as they shall see fit, to act as their Clerk, who shall be properly qualified, and fully competent to such office, and to allow such Clerk such a salary as the said Professors shall think fit, and with power to them to remove any such Clerk, whenever they think proper: And I empower the said Professors for the time being to manage and dispose of the funds to be paid to them generally, in such way as shall seem to them best calculated to effect the purposes aforesaid."

After certain legal proceedings referred to in previous Reports, the Administration of the Bequest was vested in the Keeper and Deputy-Keeper of the Signet, the Treasurer of the Society of Writers to the Signet, and eight Commissioners, chosen by and from among the Commissioners of the Signet. The headquarters of the Administration have consequently always been in Edinburgh.

CHAPTER II.

EDUCATION ACT OF 1872, AND CODE—PUBLIC TESTIMONY TO THE EFFICIENCY OF THE SCHOOLS DOWN TO 1873.

THE "Education (Scotland) Act, 1872," which removed the Parochial Schools from the control of the Established Church and its Presbyteries, constituted School Boards, elected by the ratepayers, in every Parish and Burgh. The duty of these Boards was to see that adequate provision was made for the education of all children ; and they were empowered to levy rates for the maintenance of schools, when additional revenue was required over and above what was yielded by the fees of scholars and the annual Government grants.

I have nothing to do with that Act here save in so far as it bears on the administration of the Trust. But, before proceeding to consider this, it is necessary to record the position held by schools participating in the Bequest at the time of the passing of the Act. The books of the Trustees, including my own annual MS. Reports, afford materials for ascertaining this ; but there is less reason for having recourse to these, because I am able to refer to a volume which contains the authoritative results of the inquiry of an inde-

pendent Commission. For in the same year in which the Education (Scotland) Act was passed, a Royal Commission was issued, designated the "Endowed Schools and Hospitals Commission"—the first of a series of Commissions, instructed and empowered to deal with the Endowments and Charities of Scotland, in so far as these were wholly or in part educational. The powers of the first (or Colebrooke) Commission were limited to inquiry and report.

In their Report of 1875, p. 121, the Commissioners say :—

"The purpose of the testator, James Dick, Esq., who died in 1828, was 'to add to the present very trifling salaries' of the parish schoolmasters in his native county, Moray, and in the neighbouring counties, Banff and Aberdeen.

"But he expressly laid down rules that this should be done so as 'not in any manner to relieve the heritors or other persons from their legal obligations to support parochial schoolmasters, or to diminish the extent of such support'; and 'in such manner as shall seem most likely to encourage active schoolmasters, and gradually to elevate the literary character of the parochial schoolmasters and schools.' And more particularly he desired his Trustees 'to pay great attention to the qualifications and diligence of the several parochial schoolmasters for and in superintending the education of students in King's and Marischal Colleges during the intervals between the sessions thereof, and for and in preparing youths for the said Colleges.'

“This purpose and these injunctions of the founder, his Trustees have kept steadily in view, with great success. The average total remuneration of the parish schoolmasters who share in the Bequest has increased from £55, 12s. 4d. in 1833, to £134, 0s. 4d. from local sources, or including Parliamentary grants to £156, in 1873. The average accommodation of their houses also has been enlarged, at the expense of the heritors, from three rooms to six. This enables some of them further to add to their emoluments by receiving boarders from the towns, who are trained in the parish schools to the age of 15 or 16, and are then sent direct to the University. With such advantages the general standard of attainments and efficiency has been raised higher among the teachers of elementary schools in these three north-eastern counties than in the rest of Scotland. They are all University men, and, with very few exceptions, graduates in Arts; a considerable proportion of them also are licentiates in Theology; and the qualification required for sharing in this Bequest is said to be higher than the M.A. degree of Aberdeen. Her Majesty’s Inspector of Schools for the district, Dr. Kerr, being asked, ‘Do you think the effect of the [Dick and Milne] Bequests has been to provide for these counties teachers of a higher standard of educational acquirements?’ replies, ‘There is nothing more certain than that. Out of the 150 teachers in Aberdeen, Banff, and Moray, at least 130 are Masters of Arts. You will find that nowhere else in Scotland. . . . Elsewhere in Scotland you will not find one in fifty.’

“The literary character of the schools, too, has been raised. ‘There are comparatively few schools,’ says Dr. Kerr, ‘in Aberdeen, Banff, and Moray, in which the higher branches are not well taught. Latin is taught in almost all; Greek in a considerable number, and in some very well; and the parish schoolmaster does, in point of fact, train his boys up to the point of going straight to the University. In many cases the boy takes a quarter or half a year in the Old Town Grammar School or in the New Town Grammar School, to give point and direction to his work before entering on the Bursary competition in Aberdeen; but a great many go straight from the parish school to the University, and carry off bursaries. At all events the foundation, the solid work, has been done in the parish school.’

“There has been a marked increase,” the Commissioners go on to say, “in the proportion of pupils learning the higher branches. Since 1833 the percentage of those learning Latin has risen from 4·6 to 7·6; Greek, 0·7 to 1·5; Mathematics, 2·6 to 4·5; and French, which forty years ago was hardly taught at all, is now learned by 2·3 per cent. Nor does this higher teaching by parish schoolmasters prevent their giving equal attention to the elementary subjects. ‘I believe that was the case,’ says Dr. Kerr, ‘before Government grants came in; but as a considerable portion of their income depends on the receipt of the Government grant, and as that provides thoroughly for the efficiency of the lower branches, I have no hesita-

tion in saying that the Parish Schools of Aberdeen, Banff, and Moray will, even in the lower branches, compete with any other schools in the country.'

"The acknowledged excellence of the schools, especially in the higher subjects, is due no doubt partly to their close connection with the University of Aberdeen, by numerous bursaries, as well as by these graduate teachers. But, without the improved salaries, few graduates would have cared to serve in country parish schools; and without such teachers the bursaries would hardly bring up country lads sufficiently prepared to attend the University classes.

"Thus the steady flow of youthful ability from the country schools in this part of Scotland to the University, and from the University to the learned professions, including that of parish schoolmaster, is in great measure owing to the bounty of Mr. Dick, and to the judicious administration of this Endowment. 'I do not think any fund,' says Dr. Kerr, 'has done so much good. I know no fund that has produced a shilling's worth for a shilling so fully as the Dick Bequest.'

"The annual gross income is nearly £5000.¹ Of the 156 parish schools of these counties, all but twenty-one take some share, but in amounts varying with the degree in which the teachers satisfy the conditions laid down by the founder. The power which the Trustees exercise under the terms of the trust deed,

¹ Considerably reduced now in consequence of the fall of interest on first-class securities.

'to increase, diminish, or altogether to discontinue the salary or allowance to be from time to time made to all or any,' is found to have an excellent effect in stimulating teachers to attain and to retain the highest rate, not for the mere money value, but as a mark of honourable distinction. The most characteristic feature of the management is the unequal and variable distribution—'That payments are graduated according to merit, and may change every year.' The lowest amount received by a teacher from the Bequest in 1873 was £23, 8s. 5d., the average £32, 18s. 6d., the highest £49, 12s. 9d."

Such was the estimation of the schools of the Bequest by a public and independent authority.

The Report which contains the above passage was printed in 1875, but a reference to the evidence on which it was based shows us that it was an estimate of the schools *as in 1872-73*. The Trustees will, I am sure, agree with me in thinking that the above judicial utterance pronounced by a Royal Commission, after evidence, is of considerable value in the History of the Trust. It places beyond question what the Trustees themselves well knew, from the reports annually laid before them by me, that the encouragement which they gave to the higher instruction in the parochial schools had, up to that date, been attended with the most satisfactory results.

During the ten years which preceded 1872, the number of parochial schools taking advantage of

Government grants had much increased, and the English Revised Code of 1862, against the policy of which much has been justly written, was applied—or, perhaps it might be more strictly correct to say, used—by Her Majesty's Inspectors when reporting on schools in receipt of augmentation of salary from the Government. But it was only *after* 1872 that *all* the schools were brought, by the statute of that year, under Government inspection, and grants of money made on the “results” of the examination of individual scholars. It was only after this date, consequently, that the action of the central Government, by means of the Code of the Privy Council Committee on Education (which I shall in the sequel speak of as the “Education Department”) began to tell directly, in any marked way, on the work of the parochial schools of Scotland.

CHAPTER III.

ACT OF 1872 AND CODE, *continued* — ADMINISTRATIVE ADAPTATIONS BY TRUSTEES — EFFECT OF CODE—SUCCESS OF THE BEQUEST DOWN TO 1883.

THE Act of 1872 having thrown the schools of Scotland on the ratepayers for pecuniary support, in so far as the fees of the scholars, and the Parliamentary grants taken together, failed to provide adequate funds, the Trustees had to consider the relation of the Trust to the new School Boards. One of the primary conditions of being admitted on the list of participating schools had from the first been that the money paid by the Bequest to the teacher should not relieve the local rates. Had this condition not been scrupulously enforced, the Bequest would have become virtually a gift to the heritors and taken into consideration by them in fixing the salaries of the masters. It could not have had any influence in raising the salaries, and so giving inducements to thoroughly competent men to seek the office of schoolmaster. Accordingly, the Trustees, on the 18th March 1873, issued as the result of their deliberations a modification of the "Conditions of

Admission of Schools" up to that date in force. The modified conditions were as follows:—

- (1.) That the School Board shall have bound themselves to pay to the Schoolmaster of such School, out of the School Fund, a sum not under £80 annually as Salary.
- (2.) That the School Board, under powers to that effect contained in section 53 of the Act, shall have entered into contract to pay to the schoolmaster, in addition to the foresaid sum of £80, the whole fees exigible from or on account of scholars attending such School; and that the Table of Fees fixed by the School Board shall be approved of by the Trustees.
- (3.) That the School Board shall have further provided for the schoolmaster a Dwelling-house and Garden of the annual value of £10, or shall have otherwise agreed to pay to him out of the School Fund, over and above the foresaid allowance of £80 and fees, a money compensation to the extent of the said sum.

The Trustees further guarded their free action by re-enacting that "notwithstanding admission to participation, it shall in every case be in the discretionary power of the Trustees to increase, diminish, or altogether discontinue the allowance to be from time to time made to any one or more of such schoolmasters without being accountable for so doing."

“The Rules of admission and examination of school-masters” were at the same time slightly modified to meet the new state of things. (Appendix I.)

When the School Boards came more fully to realise their responsibilities, those representing populous centres found that the continued maintenance of several small schools in the same parish was expensive, and at the same time not so efficient as the combination and grading of the schools. In view of such action, the Trustees had to issue a new declaration of the minimum emoluments of the schoolmaster, as it would have been unreasonable to allow the Headmaster, whom alone they recognised, to draw all the fees of the combined schools. Accordingly in March 1876 they passed a Minute fixing the minimum salary of the Headmasters of these large schools at £200 per annum, in addition to a house and garden; and further protected the Trust by enacting that the expenditure on the school and staff should always exceed, by at least £60 annually, the total emoluments from school fees, Government grants, and local endowments taken together. (Appendix II.)

These new regulations have been in operation down to the present date (April 1890). So far as regards the Act. The Code drawn up annually by the Education Department, for the regulation of the Government grants, was, and continues to be, practically itself an Act of Parliament, being submitted to the House, and passed before it can take effect. The Code, accordingly, is a powerful educational instrument, and demands from me a brief explanation.

The system of Government grants-in-aid to schools had grown up gradually from 1839, and had given a powerful stimulus to education in England—a stimulus not felt in Scotland till after 1843. A Commission was appointed in June 1858 presided over by the Duke of Newcastle, to inquire into the whole system. This Commission, which reported in 1861, found *inter alia* that the fundamental arts of Reading, Writing, and Arithmetic received too little attention in the primary schools of England. To correct this evil and others, to which it is unnecessary here to advert, the “Revised Code” was invented, and issued on the 9th May 1862. The new principle animating this Code, whereby the educational defects “of schools were to be remedied, was payment for results”—results in respect of regularity of attendance and quality of teaching. The grants earned by regularity of attendance were subject to a deduction, if *the scholars failed to reach a certain specified standard in Reading, Writing, and Arithmetic*. The modifications made in this Code from time to time may be passed over. It is right to point out, however, that the Inspectors were still required under the Code to report on the school-instruction as a whole; but, as the income of the school depended chiefly on the individual examination in Reading, Writing, and Arithmetic, these subjects naturally engaged all the powers of the teacher, and compelled him, if he were to retain his post, to produce what were little more than mechanical results, and to regard all effort to *educate* his pupils or to carry them

beyond the requirements of the Code as a waste of time. One modification, early introduced, was the making of individual grants for instruction in each of the three essential subjects, instead of deducting for failures to pass from the sum-total of the grant earned.

Much dissatisfaction was felt with this mode of appraising school work, not only by teachers but by all who had paid any attention to the objects and methods of education.

After the passing of the English Education Act of 1870, an attempt to allay this dissatisfaction was made. The Code was altered and improved, and went now by the name of the "New Code." By this Code, issued in 1871, grants were made on account of instruction in other subjects than Reading, Writing, and Arithmetic. These other subjects were called "Specific Subjects," and were thus enumerated: Geography, History, Grammar, Algebra, Geometry, Natural Philosophy, Physical Geography, the Natural Sciences, Political Economy, Languages, or *any* definite subject of instruction extending over the upper classes. Numerous modifications have been made from year to year on this Code; and since the institution of the Scottish Office and the placing of the education of Scotland under Scottish control, it has certainly been very much improved. Still the essential principle of "payment by results" of individual examinations (except in the Infant and two lowest classes) remained operative till this year, though largely

modified by the grants made on the average attendance. It was the "New Code" which was applied to Scotland by the Act of 1872, and the Trustees had to consider their relations to the altered conditions of school education brought about by it just as they had to meet the changes made by the Act itself.

The Code, I have said, was a powerful instrument in itself, and when we consider that the grants obtainable under it were far in excess of any payment which the Trustees could make, it will be seen that it threatened the basis of operation of the Bequest. Its power was further increased by the fact that Her Majesty's Inspectors examined the schools annually, whereas your Visitor saw them only once in two years. The publicity, moreover, of the proceedings of the Boards, at which the results of the official inspection and the grants earned were made known in full detail, made it of supreme importance that the teachers should have a good Government record. Prior to the passing of the Act a certain proportion of schools, as I have already mentioned, had put themselves under Government inspection, with a view to the augmentation of the teacher's salary; and this had been beneficial as a whole. The case was now very different. A large part of the income of the school was now dependent on the annual report of Her Majesty's Inspector. Your Visitor had been, prior to this date, the chief lay educational authority in the North-East, but he had now to face the influence of a Government official, supported by large pecuniary resources.

It was accordingly an anxious question,—To what extent will the action of the Education Department promote or retard the higher education in the schools? Everything manifestly depended on the conditions to be satisfied in order to earn the Government grants.

Passing by details which would be out of place in the present Report, it is enough to say that the grants were made to depend on the average attendance, and on the number of children who passed an *individual* examination in fixed Standards of elementary attainment in Reading, Writing, and Arithmetic. There were six such ‘standards’ above the Infant stage; and, subsequently, grants were also made for geography, grammar, history, and other subjects. The Act of Parliament, however, enjoined the Department to maintain the standard of instruction hitherto aimed at in Scottish parochial schools. The Department professed, and still professes, to do this by the introduction of “specific subjects,” among which are Latin, Greek, Mathematics, French, German, and making grants of 4s. for every pupil who passes certain “stages” in these subjects! That is to say, a school with an average attendance of 100 might gain for average attendance for “Standard” and “Class” passes about £90 a year; while, allowing for five or six pupils in Latin, as many in Mathematics, one in Greek, and two or three in French, it might add to its income the magnificent sum of £3! It would have been impossible, it seems to me, more successfully to have given an ostensible obedience to the

instruction in the Act, while utterly defeating its purpose.¹

The certain results of such a course of procedure were patent to any one practically acquainted with the working of schools, and the difficulties with which masters have to contend in their relations to parents, School Boards, and Inspectors. Attention to the higher branches began to slacken all over Scotland, and thus, while the question of the "ladder," which was to connect the clever poor boy with the higher walks of life and the universities, was more written about in periodicals and talked about in Parliament than in any previous period of the history of education in this or any other country, the "ladder" which Scotland already had was being quietly cut away by the very men who talked, with the silent acquiescence of the men who wrote, and by the direct action of the men who administered.

The three years following the Act of 1872 were anxious years for the Bequest; and I myself began to suspect that its days were numbered. Was it possible that the higher elementary education in country schools could survive in the face of such odds, even in the north-east of Scotland, which had the advantage of a local university holding out a helping hand to all by means of its numerous open bursaries? Could the Bequest, with its limited

¹ The terms of Clause 67 of the Act are: "Provided that due care shall be taken by the Scotch Education Department in the construction of such minutes that the standard of education which now exists in the public schools shall not be lowered, and that as far as possible as high a standard shall be maintained in all schools," etc. etc.

resources, now very small relatively to the total income of the school, counteract the tendency of the Code?

Meanwhile, before going further, let it be noted, and cordially recognised, that the Act and Code accomplished a most important work. They secured better buildings, and more adequate apparatus, better school-masters' houses, and a better organisation and classification of pupils. Nor was this all; for by requiring a minimum teaching staff and proper attention to the junior classes, they made it possible, were proper encouragement given, to secure even better results than formerly in the higher classes. By so doing they rendered great assistance to the Bequest; especially by enabling the Visitor to take for granted adequate instruction in the "Standards," and to devote his attention more exclusively to the furtherance of the higher branches.

While in the above important respects the Code was of great advantage to education, the intellectual character of the schools and the higher instruction in them unquestionably suffered. During the three years that followed the Act I found a steady decline in the advanced subjects, partly caused, however, by the fact that the teachers—all able men, and quite alive to their duties—were engaged in adjusting themselves to the new requirements of Government.

This question of advanced instruction in elementary schools is of vital interest to the whole kingdom. The prosecution of the higher branches in elementary schools is a matter of much more importance than as

merely providing a means whereby clever boys, sons of poor parents, may find a career for themselves suited to their attainments and capacities. For, where the higher subjects are taught, the instruction given throughout the whole school is benefited by it. The standard, also, of what constitutes education in the eyes of parents is so raised that they continue their children at school after they have obtained what satisfies parents elsewhere. Statistics abundantly prove this. It seems to me that popular education may be almost regarded as a failure and a waste of money and power, if we cannot secure, for a fair proportion of the pupils, what may be called advanced elementary instruction.

Owing to the visible decline and threatened extinction of higher instruction, the Trustees, at my suggestion, issued a circular to the teachers in 1876, informing them that the Visitor was authorised in future to assign a larger proportion of marks for "merit in teaching" than formerly, and that in allocating these marks, "while keeping in view the general intellectual and moral character of each school as the basis on which a judgment will be formed on its merits, greater weight than has hitherto been the case will be given to the successful teaching of the higher branches, more especially those which are comprised in the first year's course at a Scottish University." (Appendix III.)

I do not wish to blame the teachers for the sudden fall in the higher branches which called forth this circular. They were adapting themselves, as I have

said, to new conditions. The issuing of the circular above quoted coincided with the time at which they had found, after three years' experience, that they could comply with the Code (now that they understood its demands) and at the same time give renewed attention to the higher subjects. The fact, also, that from 1876 onwards I devoted my time in the schools (except where they were small) solely to the examination of pupils above the Fifth Standard helped doubtless to recall the teachers to a proper conception of their duty. The result was an almost immediate improvement. At this point I am again materially aided in my survey of the Bequest by a public and independent authority.

In 1878 the second Royal Commission¹ in connection with endowments was appointed, with special instructions to "submit for the consideration of the Scottish Education Department the conditions according to which, in their opinion, the Parliamentary Grant for Public Education in Scotland may be most advantageously distributed for the purpose of promoting education in the higher branches of knowledge in public and State-aided schools, especially in those districts in which there are no higher-class public schools." In their Report, published in 1881, the Commissioners record the issue of their inquiries in 1878, and these, in so far as they refer to the higher subjects of Latin, Greek, French, and Mathematics, are very interesting and instructive.

¹ Called "The Endowed Institutions (Scotland) Commission."

In answer to a circular issued by the Commissioners to all Scotland, three-fourths of the teachers who replied gave it as their experience that the higher subjects of instruction were disappearing from parochial and other elementary schools. Returns at the same time taken up showed the following remarkable result. The total number of those who had in 1878 passed in the three stages of the higher subjects in parochial or "public" schools was given as follows :—

In all Scotland.

Mathematics, . . .	1595	Greek, . . .	196
Latin, . . .	3230	French, . . .	1589

Of these totals the following had passed in the three north-eastern counties within which the Bequest is operative, viz. Aberdeen, Banff, and Moray :—

Mathematics, . . .	240	Greek, . . .	103
Latin, . . .	793	French, . . .	224

As the counties in question contain only about a tenth of the population of Scotland, the total number of passes in Scotland, had the proportion who passed in the Dick Bequest district been attained elsewhere, would have been :—

Mathematics, . . .	2400, instead of	1595
Latin, . . .	7930, „	3230
Greek, . . .	1030, „	196
French, . . .	2240, „	1589

Again, the number of pupils studying the higher subjects beyond the *third* stage in Scotland was 1507. Of these 408 were in the schools of the Dick Bequest district. An equal proportion in the rest of Scotland would have shown 4000 beyond the third stage in-

stead of 1507 as returned. The total number of scholars returned as preparing for the University was 574, of whom 198 were in the Dick Bequest district. Had the rest of Scotland shown the same proportion the total number would have been 1980 instead of 574.¹

These results were, I think, conclusive as to the superiority of the parish schools in the north-east of Scotland, and bore testimony to the success with which the Dick Bequest Trust had contended with the depressing influences of the Code.

But this was not all. A return of the number of elementary schoolmasters in Scotland who were graduates was also called for. The total number given in the Report² was 205, and of these 134 were in the Dick Bequest district. Had the rest of Scotland been able to show a similar proportion, the total number of graduate teachers in elementary schools in Scotland would have been 1340 instead of 205.

A further return handed in at the request of the Commission by the late Professor Black, as representing the University of Aberdeen, showed that, during the twenty years ended 1879, of the highest fifty bursars annually (*i.e.* university entrance "scholars") an average of 20·4 had come direct to the university from the parochial schools or after a very short period of preparation at a secondary school. We have to add to this proportion of "scholars" those who were fitted for the university by the parochial schools, but

¹ P. 201 of Report of Commission (1881).

² Endowed Institutions Report, 1881, p. 201.

found other means than competition bursaries¹ of carrying on their studies.

Whether, then, we compare the work done in the schools with that done in the rest of Scotland, the attainments of the schoolmasters with those of teachers in other parts of Scotland, or the preparation of boys for the university with that which obtained elsewhere, the schools in the Dick Bequest district had a record down to 1879 which, notwithstanding the temporary lapse after the first introduction of the Code, showed that they were far ahead of the other rural schools of Scotland, and were in as high a state of efficiency as when reported on by the Royal Commission in 1872. Education in the higher—that is, the “university”—subjects had everywhere been going down in rural schools save in the three counties where the tendency downwards had been successfully counteracted by the operation of the Dick Bequest.

The figures I have given conclusively show the superiority of the north-eastern schools down to 1879 ; and this not only in respect of the grade of schoolmasters and the character of the higher work done : for the whole work of the school, as is notorious, was, and to the best of my knowledge still is, better done in those schools which have a good record in the higher branches than in schools of humbler aims, while the moral and intellectual influence, on the minds of the

¹ P. 205 of Report.

young, of schools aiming so high under masters so competent cannot be measured by any figures.

To come down to a more recent date. The following table shows the actual number and percentage studying advanced subjects in 1883 for 50 years previously:—

YEAR.	Total enrolment during the year.	Average daily attendance. ¹	NUMBER LEARNING				PERCENTAGE OF THOSE ENROLLED.				PERCENTAGE OF AVERAGE ¹ DAILY ATTENDANCE.			
			Mathematics.	Latin.	Greek.	French or German.	Mathematics.	Latin.	Greek.	French or German.	Mathematics.	Latin.	Greek.	French or German.
1833	10,465	6976.6	279	488	81	9	2.6	4.6	0.77	0.86	3.99	6.99	1.16	0.12
1843	12,795	8580	592	557	80	44	4.6	4.3	0.62	0.34	6.94	6.52	0.93	0.51
1853	12,653	8485.3	556	715	140	47	4.39	5.6	1.1	0.37	6.59	8.47	1.65	0.55
1865	15,979	10,652.6	612	969	178	57	3.8	6.0	1.1	0.85	5.74	9.09	1.67	0.53
1883	24,123	14,908.8	1086	1922	511	699	4.2	7.9	1.2	2.89	6.94	13.39	2.08	4.68

The remarkable increase in the modern higher subjects, and the steady increase in Latin, Greek, and modern languages, will be noticed.

Down to 1883, accordingly, I am justified in saying that the Trustees were administering the Trust with excellent results.

¹ *I.e.* about two-thirds of total enrolment. For want of returns of averages till within the last ten years, the average has to be estimated except for 1883.

CHAPTER IV.

THE BEQUEST FROM 1883 TO 1889.

ALTERED SOCIAL CONDITIONS—THE ADVANCED WORK
OF SCHOOLS TO BE NOW ESTIMATED OTHERWISE
THAN OF OLD.

IN the last chapter I have brought down the history of the Bequest to 1883 ; and it is manifest that, after recovering from the temporary lapse in 1873-4-5, the higher subjects were prosecuted up to that date more successfully than ever, in spite of the depressing effects of the Government Code.

The question now to be answered is, "Has the Bequest continued, during the past six or seven years, to accomplish its purpose of maintaining the standard of education as it unquestionably did up to 1883?" Here I must be allowed to make some explanation of the altered circumstances under which the schools have now to do their work as educational institutions.

It is well known in Scotland that the bursary system in the University of Aberdeen has been organised with much wisdom, and forms a contrast to the more irregular and less ordered system in other universities. The bursaries also are more numerous

in proportion to the number of students than in other universities. The annual competition takes place in October, and is a common meeting-ground for all the clever boys from 15 to 19 years of age in the north-east of Scotland who seek an university education, and who are unable to meet the expenses of it. It is a competition, and the list is issued in order of merit, the higher bursaries being assigned (except in a few exceptional cases where the terms of a trust-deed govern) to those highest on the list. The publication of the results in the daily journals is a matter of great public interest, and no issue of the newspapers throughout the year is scanned with so much attention, especially in the rural districts, as that which contains the result of the annual conflict of young intellect. Even those who do not mean to accept bursaries feel it to be a point of honour that they should compete, succeed, and then decline.

For long this bursary competition was the sole standard whereby the education given in grammar schools and in parochial schools was measured. Up to the date of this Report it may be said that it is still the chief standard ; but it is a mistake to suppose that it is now the sole standard. The extension of facilities for travel, the throwing open of posts in the lower branches of the Civil Service, the institution of Training Colleges for those who mean to be teachers, the examinations under the Law Agents Act and of the Pharmaceutical Society, have all now to be taken into account, if we are to measure fairly the

amount of higher work done by the rural schools. It is manifest that we must look at all these examinations, if we are to estimate, with any approach to accuracy, the extent to which higher education in the parochial (rural public) school is carried, and not to the bursary examination alone.

Nor is this all; for the Code, by compelling the organizing of schools in six standards or classes above the infant stage, now affords a means of ascertaining to what extent boys and girls are carried beyond the sixth standard, and are receiving higher instruction. It is only the picked or more ambitious boys who seek an outlet for their activities in some form of professional or quasi-professional training. The higher education, meanwhile, is shared in by a very much larger number who settle down in their native parishes, or, if they leave them, follow the ordinary work of life as artisans, tradesmen, and clerks. Those, accordingly, who come out from the mass, and can be followed to public examinations, university or other, do not represent the whole of the good work done, but merely indicate it. Of a class of 12 boys and girls receiving instruction beyond the sixth standard, it may be that only one seeks a career which enables us to follow him and put him into a statistical table; but it is correct to say that all those in the ex-sixth classes are receiving what in former times would have been called advanced instruction.

Other changes than those above alluded to, caused by altered social conditions, have to be taken

into consideration. The good railway service in the vicinity of Aberdeen and other towns has led those boys and girls whose parents can afford the railway fare away from the rural schools to the larger and more important schools to be found in populous centres, where secondary instruction is more fully organised, and where the country pupils may mix with others of their own educational and social standing, and enjoy the benefits of generous rivalry. The teachers of the small rural schools complain of this bitterly. But it is inevitable. It is due to a change in social conditions which it is impossible to contend against with any chance of success. In the interests of this or that rural school the change is a subject for regret, but in the interests of the education of the people generally it carries with it more good than harm. This, at least, may be conceded; and at the same time it must be admitted that the rural schools which have given these pupils their start in learning must be allowed the credit of them.

With these altered conditions, I can easily understand how it is that in some of the smaller rural schools I often fail to find Latin, French, and Mathematics where I used to find them. Inspectors of schools—to whom, by the by, teachers frequently do not even mention the existence of advanced boys (especially when they are beyond the third stage of the Code), unless they be men who are known to be themselves in earnest about the higher education of the people—have sometimes

reported that the higher subjects are disappearing. They fail to take note of the changes to which I have above referred. They also fail to understand that in thinly-peopled districts a school may be discharging fully its function in the matter of the higher subjects *though for two or three years in succession no boy can be found in it preparing for the university or for a secondary school.* It is manifestly unreasonable to expect a continuous flow of such boys in country parishes : they are not to be had. The parish intellect is lying fallow for a year or two. But if the master is competent to give the higher instruction, if he is also most desirous to give it, and if as opportunity arises he may be relied on to give it, and if thus every boy or girl of more than average ability gets it, what more can be expected or desired ? Sometimes for two or three years in succession I find no boy in the "university subjects" in small rural schools, and then I find one or two who, after they have been duly prepared, disappear, leaving their places vacant for a time until others arise to follow in their footsteps. So it must always be in thinly peopled rural parishes. But, I repeat, so long as these schools are taught by men who are capable of giving advanced instruction, and are desirous to give it, a great deal has been gained for the education of the country.

One thing, however, may be safely affirmed, that if, for two or three years in succession, no pupils are found beyond the sixth standard, the fault lies with the master : in any case, the school is not one to which

the Dick Bequest money should go. Whether these are learning Latin and Mathematics or not is a matter of quite secondary importance. The fact alone of supreme interest is that they are receiving more advanced instruction than that included in the Government standards, and so, when they leave school, are adding to the number of well-educated citizens. The proportion, accordingly, of pupils beyond the sixth standard is, in these days of altered conditions, perhaps the chief evidence that a school is doing the work which the Trustees are desirous to promote.

Still another point of some importance has to be taken into account. Owing to the increase of population, and the still greater increase of good secondary instruction (especially since the reform of Gordon's College, Aberdeen), the competition for university bursaries is more severe than formerly, and it is becoming every year increasingly difficult for country boys to succeed. Accordingly, it has now to be recognised that the success of the parochial schools must be measured only partially by university successes and other public examinations, and to a larger extent than formerly by the number who are passed on to the secondary schools. Already, and for many years, owing to the increased severity of the annual competition, it is customary for boys anxious to gain bursaries to spend from five to ten months at some secondary school before engaging in the competition, or at some parochial school of an exceptionally high standing, such as Keith, Huntly, Aberlour, Mortlach, and Fordyce. They lodge with some friend; or, if

they have no friends, they manage to get along with the minimum of outlay necessary to sustain life.

Finally, the study of Latin and Mathematics, and during the last twenty-five years, Greek, has been regarded as the sole test of the existence of the higher instruction in parochial schools. We must now, I think, disabuse our minds of this exclusiveness in measuring a school. Advanced English, Science intelligently taught, French, German, all subjects of recent importation, have now to be taken into account.

The above remarks will satisfy any one concerned practically with the work of education that the success of the higher education in the Dick Bequest district must now, and for the future, be measured in a much broader way and by more various tests than the narrow test which those would apply who think that the be-all and end-all of school life is Latin prose composition and success at the Aberdeen bursary competition. What we want to do is to educate the people, not to make ministers, or doctors, or lawyers of boys who would live lives as worthy and as useful to the State in some (so-called) "humble" sphere of social activity; while, at the same time, we give a fair chance of rising to the cleverest boys and girls who afford evidence (to use the old Scottish phrase) of "pregnant pairts."

Were I asked to give my own general impression, apart from figures, of the standard of education in the Bequest counties during the past seven years, I should say unhesitatingly that the standard of previous periods

had been more than maintained in 80 per cent. of the schools, if we take the larger view of advanced instruction to which I have referred, and do not confine ourselves to the "university subjects" alone. At the same time, I should have to admit that some rural schools which formerly gave attention to the higher subjects have ceased to do so, owing to the influence of the various circumstances (social and other) which I have explained; and, further, I rather fear that it is not probable that some of these schools, especially those in the vicinity of central schools, will ever again profess advanced instruction.

Without reference to figures I make the above statement as the result of my personal intercourse with the schools: and the statistics which the Trustees have taken up for 1889, without reference to this Report, but in the ordinary discharge of their duty, bear me out. They are as follows:—

YEAR.	Total Enrolment.	Average Attendance.	Mathematics.	Latin.	Greek.	French and German.	PERCENTAGE OF THOSE ENROLLED.				PERCENTAGE OF AVERAGE DAILY ATTENDANCE.			
							Mathematics.	Latin.	Greek.	French and German.	Mathematics.	Latin.	Greek.	French and German.
1889	20,988	13,788·6	1071	1684	236	948	5·1	8·0	1·1	4·5	7·76	12·21	1·71	6·87

These returns show a slight decline in Greek and Latin as compared with 1883 (*vid.* p. 40),¹ and an increase in mathematics and modern languages.

¹ Explained above.

But such returns do not, by themselves, in my opinion, measure the higher work of the schools. I have stated in the immediately preceding pages how that work should be measured; and with a view to give effect to my own views on this important point, I drew up two Schedules of inquiry, and have now to record the information thus obtained:

The circular sent to the teachers with these schedules was as follows:—

4 HILL STREET,
EDINBURGH, June 18, 1889.

DEAR SIR,

Dick Bequest.

In view of the proposed Scheme which will modify the administration of the Dick Bequest Trust, the Trustees are anxious to obtain information for their Records, which they hope you will help them to secure.

I append a Schedule of Queries A and B, and I shall be much obliged by your returning it to me with Answers *on or before 1st July*.—Yours truly,

GEO. BAYLEY.

My object in Schedule A was to check the Returns usually given for a whole year by ascertaining the *actual numbers present* in the last week of June. At Whitsunday many of the older boys and girls leave school, and I wished to take up figures for what I considered to be the most unfavourable week throughout the year—the third week of June. The result was, that in Standards *beyond the 6th* the percentage that week was 9·28; in Latin 9·1; in Greek 1·5; French 4·5; German ·07; Mathematics 5·2. This I consider to be highly satisfactory.

As the queries in Schedule B are of a kind not yet put so far as I know in any country, I shall quote them in full.

B.—*During the ten years ending 31st December 1888.*

1. How many Pupils have gone direct from your school to the University as Bursars or at their own charges ?

2. How many have gone to the University (as Bursars or otherwise) after spending a period of not more than ten months at a Secondary School ?

3. How many have gone from your School to a Secondary or High School, and entered *not lower* than the Third Class ?

4. How many have gone direct, or after a very short interval, to any of the following Examinations, and passed ?

(a) Law Agent's Examination.

(b) Pharmaceutical.

(c) Medical Preliminary.

(d) Training College.

(e) University Junior Local.

(f) University Senior Local.

(g) L.L.A. St. Andrews Examination.

(h) Any other Examination, such as the
S. Kensington May Examinations.

REMARKS :—

Note.—If you have not been ten years in your present School perhaps you would endeavour to obtain the required information.

I shall now give the results of the inquiry made in Schedule B as further and important evidence of the

extent to which the schools participating in the Dick Bequest enable promising boys and girls, who, without the aid of parochial schools of a higher class, would never receive any education beyond the rudiments, to pass into higher walks of life in which they may both advance themselves, and render service to society.

Within the ten years ending 31st December 1888, 209 boys went *direct* from the parish schools to the universities, and 156 went to the universities after a brief stay of from three to nine months at a secondary school—in all 365; in other words, an average of more than thirty-six per annum from 122 schools scattered over the three counties. For myself, I do not wish to see a better record. A number much in excess of this would indicate that boys were not pushing *themselves* forward under the influence of a laudable ambition, but were being forced forward to their own ultimate loss. Now a very easy university entrance examination might explain these numbers, and detract from the merit of the schools. But, though there is no statutory matriculation examination qualifying for admission to the University of Aberdeen any more than there is at Oxford or Cambridge, there is *virtually* such an examination, and a very good one. The boys I am speaking of, cannot, save in a few cases, afford to enter the university without bursaries; these bursaries, of which I have already spoken, are *competitive* bursaries, and the standard in Latin, Greek, and Mathematics is, taken

all round, as high as that of the "Previous" or "Little-go" in Cambridge, which may be taken *after* a student has matriculated for a course of graduation study lasting three years, whereas, in Aberdeen, the students who pass have still before them a course of four years before they can take the degree of M.A.

But this university record, satisfactory as it is, is only a partial indication of the work done by the parochial schools; for some are not included who went forward to the Medical Preliminary, a much easier examination, however, than the Arts Bursary examination. Moreover, times have changed since the only pathway from the plough or the forge to occupations requiring higher qualifications was the university. The examinations¹ for admission as apothecaries' apprentices (the Pharmaceutical examination), the "University Local" examinations (Junior and Senior), the Law Agents' examination, the examination for admission to Training Colleges (this chiefly taken advantage of by girls), and for the L.L.A. of St. Andrews University, have all been sought, and passed by pupils direct from the parochial schools. How does it stand with these numerous outlets for clever boys and girls?

Pharmaceutical examination,	.	.	.	.	121
University Junior Local,	.	.	.	.	116
„ Senior „	.	.	.	.	47
Law Agent's examination,	.	.	.	.	66
Training College examination,	.	.	.	.	188
L.L.A., St. Andrews,	.	.	.	.	8
Total,	.	.	.	.	<u>546</u>

¹ For a note as to these examinations, see Appendixes.

Or an average of about 50·5 per annum. That is to say, including the university examination, an average of 86·5 boys and girls annually are passed on from the rural schools to the more skilled occupations and the professions.

To the above record might be added the South Kensington examinations, which have been attended by 1720. I do not include them, however, because a considerable number of the candidates received instruction in the evening; but they are rightly to be taken into account in estimating work done by the masters participating in the Dick Bequest.

It has to be borne in mind that these Returns are from *rural* parochial schools, the towns of Aberdeen, Peterhead, Banff, Elgin, Forres and Fochabers being excluded. At the same time, it has also to be noted that the schools in the rural districts include the following centres of population: Fraserburgh, population 6600; Inverurie, population 3075; Keith, population 4400; Huntly, population 3600, in each of which centres there is one participating school.

Now these numbers mean much more than at first sight appears. For every boy or girl, whose family circumstances admit of their going forward to the above examinations, there are several who are scarcely inferior to them, but who stay behind in their native places to add to the sum of local intelligence. A high educational aim in parochial schools almost necessitates, and certainly encourages, the formation of classes beyond the sixth standard of the Code.

Thus the outstanding success of a few implies the advanced instruction of many. The answers to Schedule A show that there were found in the third week of June 9·28 of the pupils *above* the sixth standard.

It seems to me, that rural schools which can show such a record must be regarded as coming up to the requirements of the most exacting educationist, if he takes into his consideration the many obstacles to the prolonging of school attendance beyond the compulsory standard, which social conditions everywhere make inevitable.

How is it, it may be said, that in the face of such facts, there has been a widespread impression that the schools of the North-East have been degenerating? This is mainly due to the rashly expressed opinion of a few who fail to find in some particular school in which they received their own education the same amount of Latin and Mathematics as they themselves acquired there when boys. These “*laudatores temporis acti*” are the victims of two erroneous inferences,—(1) That all the schools of the three counties were in those golden days as good as that which they were fortunate enough to attend : (2) that all the existing schools are as inferior as the particular school which they now find to have degenerated.

As a matter of fact, the extent to which the schools of Morayshire, taken overhead, carry advanced instruction, was never higher, never quite so high as it has been during the past ten years, while the schools of Banff-

shire (the premier county of Scotland in the matter of education), never, as a matter of fact, came within sight of the excellence they have attained during the past ten years. As to Aberdeenshire, however, I regret to say that I do not think progress has been made ; indeed, as regards Latin and Mathematics, there has been a decline ; although not at all a serious one. This is due to causes some of which are not of a permanent kind. It so happens that one of the best of the schools has not taken advantage of the Bequest, while two others, which stood high, are in the hands of aging men, whose energies have begun to decline, and who will ere long give place to younger men. Again, the vicinity of a large number of the schools to Aberdeen, and the excellent railway facilities which are afforded, take boys and girls into the capital daily. From Inverurie, for example (sixteen miles from Aberdeen), twenty to thirty go and come by train daily, and these, as a matter of course, belong to the class of regular attenders, and are the children of parents prepared to make great sacrifices for their children's education. They are consequently a great loss to the parish school.

The question of the advance or retrogression of rural schools is a very important one for Scotland, and in the interests of history, as well as of the Bequest, I shall in the next chapter add to the evidence given in this chapter by taking the actual MS. Reports as they stand on the shelves of the

Trustees, and summarising the information which they yield.

Meanwhile, I may sum up the results of this chapter as follows: The 'university' subjects have ceased to be taught in a few of the smaller rural schools, and they are either gone or going in schools within easy reach of important educational centres. But in all other parishes the results are better than ever, especially in Banffshire. The qualifications for success at the university competition, however, are now higher than they used to be, and poor country boys who, twenty-five or thirty years ago, would have succeeded easily, have now increasing difficulty in doing so; and, consequently, the proportion of country boys entering the university direct from the parochial schools will be found probably (but of this I am doubtful) to be smaller than formerly. There are now, however, many outlets other than the university for clever, well-educated boys of which ample advantage is taken. The teaching of modern subjects has extended in a very remarkable way, and the number staying beyond the sixth standard has also increased. The general conclusion is that the state of the higher parochial education in the three counties, taken in the aggregate, is at present much more satisfactory than ever it was in the history of the Bequest, especially if we take into consideration the greatly improved education of girls, in which there has been a change amounting to a revolution.

CHAPTER V.

PAROCHIAL EDUCATION DURING THE PAST SIXTY-FIVE YEARS. PAST AND PRESENT MS. REPORTS ON SCHOOLS COMPARED.

IN preceding chapters I have spoken of the parochial schools only in so far as they have been influenced by the Dick Bequest since 1833, and I have brought the narrative down to 1889. But I have not entered into the question of the character and methods of the instruction in the schools at the time the Bequest came into operation. This is a very interesting subject. Scotland has always boasted, and justly boasted, of its parochial system. It was the only country in Europe which carried out the Lutheran programme, and enacted a complete system of schools for the people. The beneficial effect of the early instruction given, supplemented by the weekly preaching on high doctrinal points, for the reception of which the minds of the people had been prepared in school, is beyond all question. Vigour and largeness of intellect have characterised the Scottish peasantry, and young Scotsmen of very humble origin have been enabled to gain for themselves positions of wealth and repute in the United Kingdom and the

Colonies, which were quite beyond the reach of the poorer citizens of any other nation. And yet, when we inquire into the subjects taught and the modes of procedure, we are compelled to admit that the education given in these schools was very inadequate, as measured by any modern standard, unequally distributed, and characterised by absence of method and indefiniteness of aim.

It would be out of place here to endeavour even to sketch the progress of elementary education in Scotland from the days of the Reformers, but it is quite pertinent to this Report to state what the Trustees actually found when they first began their administration, and also to quote the school experience of one who was himself, for a brief period, a teacher under the Bequest, and who speaks of his own school-days in Aberdeenshire in 1826 under a teacher who had held office for about fifty years. We shall be thus carried back more than a hundred years from the present time.

The writer to whom I refer,¹ in certain "Reminiscences" which appeared in a Journal in 1884, speaking of the parochial schoolhouse in which he received his education, says: "The dimensions were 34 by 14, and the height of the side walls 6 feet." A portion of the room was partitioned off, "along each side stood a long flat table or desk, with a form attached on each side, so that the scholars sat facing one another. A considerable space was thus left vacant in the middle of the floor, and there stood

¹ Dr. Andrew Findlater, afterwards a teacher under the Bequest and subsequently Headmaster of Gordon's Hospital, Aberdeen, thereafter Editor of *Chambers's Cyclopædia*.

the master's chair without any desk. The fire burned on an open hearth : there was no flue, the smoke issuing by the usual lum. A part of the schoolroom space was taken up with a pile of peats. This store we kept up by each scholar bringing a peat every morning under his arm. In cases where the father had a cart, a load was sent in the course of the season instead of the daily peat. The floor was of earth, and usually well worn into holes. The duty of removing the ashes, kindling the fire, and sweeping the floor devolved on a censor appointed weekly. The sweeping was mostly confined to the middle space of the floor ; the dust under the desks was rarely disturbed, and generally lay about an inch deep. The rafters and barks supporting the tiles were naked ; the walls were without lath, and so far as I remember, unplastered." In Professor Menzies's *MS. Report for 1833*, I find mention made of many school-houses similar to this. Frequently they were thatched, and a wooden floor was considered to be a luxury. Some buildings of this class survived even when I began to visit in 1856, and of the schools existing at that date, I doubt if one in twenty would now be recognised by the Education Department as a school-house, although they were all very superior to Aberdour School in 1826. In the Highlands and Islands again there were many such school-houses five-and-twenty years ago, and I have often examined classes on floors much wetter than the ground outside, and with a puddle between myself and the class, the benches on which the children were sitting consisting

in a few cases of planks of wood thrown ashore from some wreck by the Atlantic, and resting on large rough unhewn stones. When writing, the children had to go down on their knees, and place their copy-books on the rough uneven planks.

The master who taught in the humble schoolhouse, to which the "Reminiscences" above quoted refer, was also a representative of a very common type in Scotland. He had received an university education, and was a licentiate of the Church.

The teaching in schools generally began with the cover of the Shorter Catechism, on which were printed the letters of the alphabet, large and small, followed by certain unmeaning syllables such as *bo*, *bi*, *bu*, *ab*, *ib*, *ob*. It is a curious instance of the survival of what is practically dead, that thousands of Shorter Catechisms are to this day annually published with the cover unaltered, as if it were a part of a Scotsman's religious faith. In some parts of Scotland a "brod" took the place of the cover of the Catechism, that is to say, a flat piece of wood on which the alphabet was pasted. This "brod" was utilised by the pupils for many purposes besides learning, and not uncommonly as a weapon of offence and defence. After the alphabet, the pupil was introduced either to the Catechism at once, or to the Proverbs of Solomon, and then to the more difficult books of the Old Testament.¹ "A few of the older boys were considered

¹ Years after this graduated course of instruction had ceased in the parish schools, the mistresses of some dame schools continued it; frequently, however, omitting Nehemiah as "not essential to salvation."

to be beyond the Bible class, but for their reading-lessons no fixed text-book was appointed. They were allowed to read from any book they chose to bring with them." In other schools, I find from Professor Menzies's Report of 1833, "collections" were read by the older boys, such as "Scott's Beauties," and about 1840 "Collections" become general.¹

The pupils read the Bible verse about, and then were asked to spell the more difficult words. "I do not think," says the writer of the "Reminiscences," "that I ever heard Mr. Craik [the old schoolmaster referred to] ask the meaning of a word or a sentence, or offer to explain the one or the other. The reading was miserably bad, not showing a spark of intelligence of the sense, and the master never read a sentence to show how it ought to be done. The scholar stumbled through his verse as best he could, and when he came to a word he could call nothing, he was whipped."² We were supposed to learn our lessons in our seats, that is, to mumble them over, and when we came to a difficult word, we stood up, and spelled it aloud, when the master told us how to pronounce it. The crack feat of the class was to read the 10th chapter of Nehemiah without stumbling."

Arithmetic (I speak of Scotland generally) was begun with the Bible Class, or "Biblers," as they were

¹ Andrew Thomson's, MacCulloch's, and the Scottish School-book Association's.

² This recalls the more considerate procedure of the dame in Elgin, who, when her pupils came to a difficult word of which she herself was ignorant, used to say, "Never mind that ane, my dawtie: just pit your thoom on't, ca' it *capaleery*, an' gang on."

sometimes called. Rules quite unintelligible and unexplained were written down by the boys, and sums worked, the way of working being *sometimes* shown by the master, more frequently got from some older boy. In none of the schools (save here and there under an exceptional schoolmaster) was arithmetic advanced. Even in 1833 I cannot find that there was anything professed beyond the Rule of Three.

"In the curriculum of Aberdour School," says the writer of the "Reminiscences," "neither grammar, history, nor geography formed a part. I fancy I had an idea, picked up by chance, that the world was round, and had heard the names of various countries; but in what direction they lay, or anything else about them, I knew little or nothing. My notions of chronology may be gathered from this, that when I wrote on my copybook 'A. F. his book, say June 15th, 1823 years,' I used to wonder what it was that was so old as all that."

When the writer of the "Reminiscences" was transferred to a school under a young man with all the new lights, he found no difference, save that he there met with a Reading Book, and that he was introduced into the "mysteries of Lennie's Grammar." "But here, as in every other primary school of the time, there was no attempt at oral instruction on the part of the master."¹

The writer's old teacher, however, like the great

¹ There are many other evidences of the state of education in the Scottish parochial schools confirmatory of the above. Among others the Government Reports of Dr. Gibson in 1841-4 on the Presbyteries of Fordyce and Aberdeen.

majority of parochial schoolmasters, had, with all his defects, a very satisfactory knowledge of Latin, and two sons of a farmer were under instruction, at the time that he was at the school, one of them going subsequently to Aberdeen and becoming a medical man. It is unquestionably the fact that in 1833 Professor Menzies found in two-thirds of these badly-housed schools Latin teaching, and occasionally, but very rarely, Greek. The teaching was frequently careless, negligent and inexact, but not more frequently so, perhaps, than in schools of much higher pretensions in our own days. But the number of these Latin pupils was never great, because none received such instruction in old days except those who were more than usually clever and ambitious, and had a more or less vague purpose of continuing their studies.

The discipline in the schools was severe, but accepted, by scholars as well as teacher, as part of the order of nature. The latter kept the former learning by heart what was in the book, and if they did not do it thrashed them well. But "the chief day for individual punishment," says the writer already quoted, "was Saturday, when we had to repeat the Shorter Catechism and prescribed tasks of psalms and paraphrases. This was not got over, you may be sure, without abundance of palmies and tears." Scotland has always plumed itself on the "godly upbringing of the young"! Professor Menzies in his Reports of 1833 scarcely ever adverts to the discipline of a school, save in the sense of the external order maintained.

Scottish parochial education, then, in 1826, as con-

ducted by a schoolmaster of nearly fifty years' standing, may be accepted as a fair enough picture of Scottish education in the rural districts generally. There were, of course, many better schoolhouses and better schools, but the majority were fairly well represented by Aberdour. Bible and Catechism learned at the cost of many tears but never understood, the reading in some cases of collections of literary extracts, arithmetic of an elementary kind done by rote, no geography, no grammar, no music, no sewing, nor any other subject save Latin, which was taught to the few who desired it, and formed the avenue to the higher education of the university—the sole outlet to the great world. The masters themselves were the best part of the system, being almost always men of excellent character who had spent some years at an university. In very many cases they were, like Mr. Craik, licentiates of the Church, and, in almost all cases, their moral influence was good, and doubtless also their intellectual companionship was stimulating to the older boys.

Professor Menzies's earliest Reports (1833-6), from which I have already partially quoted, confirm the above view of the parochial education of the past. He himself had come under the influence of what was then called the explanatory or "intellectual" method, which was trumpeted as a great discovery. The other great educational "discovery" of that time was the monitorial system, introduced by Bell and Lancaster

simultaneously, and this also my predecessor rightly (for his time and circumstances) advocated, although he modified his views in 1844. In the larger schools, I find, it was quite common for the masters to employ monitors to "hear the children say" their lessons, a practice which might be resumed with advantage.

Professor Menzies very frequently adverts, in his Reports, to the barbarous and uncouth pronunciation of the pupils, and to a large extent of the teachers themselves, and is sometimes vexed at the way in which the teacher defends his peculiarities. One teacher insists on pronouncing "good" *gŭd*, and after an altercation produces a pronouncing dictionary, in which it is rightly stated that the u in *put*, *push*, and *pull*, is to be pronounced like oo in *good* and *stood*. The teacher was of course in the habit of saying *pŭt*, *pŭsh*, *pŭll*.

In almost every Report, also, he laments the absence of the "intellectual" method above referred to, which simply meant getting the pupils to attach a meaning to what they read. I find, however, that in a certain number of schools, geography and grammar had been thus early introduced, though studied by few of the pupils; and the former subject almost always without maps. A few of the more active-minded and younger schoolmasters had however, under the influence of modern ideas, struck out ways of their own with a view to stimulate the intelligence of the children. One master is spoken of who taught his pupils to examine *themselves*—a kind of self-dialectic. For example, he prescribed a certain number of words in the lesson to

be looked up in the dictionary. The class then stood up and each spelt a word, and then said aloud to himself, "How many syllables?" (Answer given aloud by himself to himself.) "Which syllable accented?" (Answer given.) "Is accent acute or grave?" (Answer given.) "What is the signification?" (Answer.)

As an illustration of the unintelligent procedure of a master, otherwise highly spoken of, and who professed the "intellectual system" (!), he reports "that the lesson read in my hearing began at the top of a page in the middle of a sentence, where there was no pause in the sense nor even a comma."

Bible instruction is spoken of in 1833 in general terms always, and as rarely intelligent. In one parish (but that within the Celtic border), Professor Menzies found a pretty custom existing,—when the "Biblers" stood up, they opened the Bible, and then all bowed gravely before beginning to read.

Occasionally, Professor Menzies records that he found geometry, and in one case what was locally called "the smaller mathematics," viz. mensuration. But this latter must have been more extensively taught than Professor Menzies was aware of, for all over Scotland the schoolmasters used to be frequently employed as land-measurers.

The discipline was, as I have already pointed out, severe, but it had occurred to one teacher that he might give rewards as well as punishments; for when Professor Menzies inquired who those boys were who were digging and raking in his garden, he replied that

“they had been allowed to work as a reward, a species of excitement which he finds very powerful and advantageous.” There was considerable sagacity in the master who saved his own pocket, and, at the same time, illustrated the common saying, that a teacher may make anything a reward which he chooses to call by that name.

In 1833 Professor Menzies found geography and grammar very rarely taught; and indeed, for many years of my own visitation, these subjects used to be taught in many schools only to a very restricted proportion of the pupils, who formed a separate class and paid a separate fee. A separate fee was also charged for writing, arithmetic, Latin and Greek, and indeed these separate fees were common down to 1872, and had a very hurtful effect.

The above account of the parochial schools in the north-east explains why the examination of the schools by my predecessor and myself, and the reports on the shelves of the Trustees, dealt so much with the ordinary subjects of instruction until Government inspection became fully operative in 1873. It also explains to those who may closely examine the principles on which the Bequest was administered, why it was that from the beginning of the administration, arithmetic, grammar and geography were classed along with Latin, Greek, and mathematics, as “higher subjects,” and a certain number of marks assigned to them. By so doing, the trustees made it the interest of the teachers to have as large

a number of pupils as possible in these subjects, and thus compelled earlier initiation into them.

If any one should take the trouble to read the volume of MS. Reports of 1833, and then take up that for 1841, he will be struck by the remarkable advance which the schools had, within that short period, made in respect of *intelligent* teaching, and by the growing numbers to whom geography and grammar were taught. Graduated school-books began to appear in the schools of the north-east, as in Scotland generally, and with these a better classification of the pupils. Latin was more extensively taught, but improvement in the general work of the schools, and not the increase in the number of Latin or mathematical scholars, is the conspicuous characteristic of the reports. Indeed, of fifty-four schools visited in 1841, only twenty-four present Latin pupils, and these are, with few exceptions, not beyond the Cæsar stage. These are the actual facts down to 1841. The proportion of those in Latin and mathematics and Greek increased steadily during the fifteen years that followed (see Table, p. 40); and the increase continued up to the date of my last Report (1866).

How has it been since? The answer is that this increase, both in quantity and quality, continued from 1866 to 1872, when there was the sudden decline for a few years caused by the new Act and Code, as explained in preceding pages. The higher branches of Latin, Greek, and mathematics began to recover about 1876, and are now more widely spread than they were in 1833, or any year since; if we add the modern

higher branches, such as French and German, it is beyond all question that the north-eastern counties are in a far higher condition educationally than they ever were. There is a slight, a very slight, reduction, as I have already stated, of the number of purely agricultural parishes in which Latin and mathematics are to be found beyond the initiatory stages, chiefly because railways take the boys, after a certain age, daily back and forward to the more populous centres, the parishes within twenty miles of Aberdeen specially suffering from the proximity to the excellent schools in that northern capital. But this reduction is not a reduction as compared with what existed in 1833, 1841, 1856 or 1866 ; but only as compared with the state of things seven or eight years ago, and, while affecting the *number of schools* teaching the higher subjects, has not affected the aggregate number studying them.

I would not be supposed to detract from the merits of the teachers of the earlier part of this century. Then, as now, in the north-east, parochial schoolmasters generally were a body of men of sterling character, of sound education, and exercising a local influence almost equal to that of the minister of the parish : they were university men of a partial or complete curriculum in Arts : they were competent to instruct in Latin up to the university stage, and they regarded it as one of their chief duties, as well as glories, to do it. But there were not a few who cared nothing for these things, and those who did care, could not always find promising material. They

had also to work single-handed, and had all the classes to teach from the Infant upwards. Without the higher branches they had enough to do, and they did it generally to the best of their ability. Far be it from me to depreciate their labours. I merely wish to ascertain facts and to indicate the solid claims of the present against an imaginary past. In short, things have been improving, not retrograding, both as to the educational standing of the north-eastern schoolmasters, and the work they do.

I have given above the actual experience of my predecessor in 1833 and in 1841 as taken from his own MS. Reports. I took the latter volume from among the first ten years of the Bequest at random, and I now take to compare with it my own MS. Reports laid before the Trustees in 1889-90. What do we find? In 1841-42 (which shows a state of things in advance of 1833) 52 out of 115 schools presented Latin scholars to be examined by the Visitor: in 1889-90 85 schools out of 115 presented Latin scholars. Few of these schools, it is true, presented boys in a more advanced stage than Cæsar, but a larger proportion of them, nearly twice as many, did so than in 1841. Still greater advance is shown in Greek and mathematics, and when we add the new higher branches of French and German, the progress made is notably great.

One or two quotations from the Reports themselves will give a nearer view of the schools. I shall take, so as to avoid the temptation to select, the first five

schools visited by me in April 1889, and give extracts from my Reports on them :—

A. School.

Mr. A. has always held a very high position on the Bequest, and I find that he is still worthy of the position assigned to him. . . . Drawing and singing from notation are taught throughout the whole school. There are always to be found here French and Latin classes. The master, however, cannot now find time to carry the Latin pupils beyond the Cæsar stage. After that stage, he has to advise them to go to the neighbouring town.

B. School.

Here there were [out of 129 present] twenty beyond the sixth standard. Four of these were preparing for the University Local Preliminary Examination, three for Senior University Local Examination certificates. . . . There are four who have passed the second [Code] stage in Latin. . . . carefully taught. . . . The master meets the advanced pupils after hours. . . . In French three girls had made good progress, having passed the third stage of the Code.

[The A. and B. schools are in purely agricultural parishes.]

C. School.

This is a large and busy school. It is situated among a fishing population, and it is exceedingly difficult to get boys or girls to stay beyond the sixth standard. There are only 20 ex-sixth at present. . . . The master has never failed to aim high, and has always a few studying the higher branches. One boy made a good appearance in Greek—the *Anabasis*. Five pupils in Virgil made a good appearance. Seven younger pupils in Cæsar made an exceedingly good appearance.

Mathematics :—Two professed two books of Euclid and nine in a junior class professed 15 propositions of B. I. They all did exceedingly well.

Six girls read from a French play well. They had made considerable progress. . . . The higher department of the school is in a very creditable state.

D. School.

Three boys in Virgil translated satisfactorily. Parsing only fair. One boy in Greek—fair.

Eight boys in Cæsar—loosely taught.

. . . In Mathematics two boys professed three books, and a junior class one book, of Euclid—very fair.

Mr. D. aims high, and is an indefatigable teacher, but he has a disposition to be satisfied with results which *appear* to be higher than they really are, the knowledge being somewhat loose.

E. School (a small school).

One boy was sitting apart working for the Pharmaceutical Examination.

Another boy professed two books of Euclid, and was reading Virgil in Latin and had begun the Greek grammar. Good in all.

Mr. E. may be trusted to have boys in advanced subjects in this purely *rural* district if it is at all possible to get them.

These Reports speak for themselves, and I could quote equally favourable results in about 50 out of 62 schools visited.

I may be allowed to select, as a particularly good specimen, the tenth school visited by me, situated in a purely rural district—a district so sparsely populated that in the immediate vicinity of the school there seem to be no houses at all. *The attendance was only 85*, and I shall give the whole of the first part of the Report.

F. School.

The sixth standard (8 in number) and the ex-sixth (also 8 in number) read together exceedingly well. It is a pleasure to hear such reading, and a still greater pleasure to see the intelligent and lively faces of the pupils.

Grammar and Analysis good.

Composition excellent.

In Latin there were four classes. The highest (3 pupils) reading Cicero's *De Senectute*, the *whole of which* they have studied. They translated with accuracy and ease. [I ought to have added that their parsing was very good. The junior classes I only partially heard. They were well taught.]

In Greek, the same class had read four books of the *Anabasis*, and were thoroughly well taught.

In French, four reading a French play were in all respects most satisfactory. There were also junior classes in French and Greek.

Five in Geometry had gone through one book of Euclid, and on examination responded with great readiness; also they worked equations in Algebra.

It is difficult to speak too highly of the work done in this school.

That of 115 schools Latin should be found only in 85 may seem an unsatisfactory result. But it has to be borne in mind that the higher subjects are *always offered* to the children of the parish, that the master is always capable of teaching them, and desires to teach them, and that consequently a school which does not profess the higher branches one year may do so the next.

I am anxious not to overstate the case, and consequently, without selecting, I shall now extract from the Reports on the first six schools visited by me in 1890, as, perhaps, on the whole less favourable than 1889.¹

A. School.

With an average attendance of 72, I found here ten ex-sixth pupils. This is highly satisfactory. The class read very well, and with spirit, from *The Merchant of Venice*. The intelligence exhibited was very satisfactory, and the parsing and analysis good.

There are three Latin classes. The highest—two boys in Cæsar—made a good appearance both in translation and in parsing.

There are two classes in Mathematics—the highest about the

¹ It may be mentioned that the schoolmasters, although they know the period of my annual visitation, do not know the day on which I shall visit them.

middle of Euclid, B. I., and also working equations. They made a very good appearance.

One girl in French read exercises with ease and accuracy, but is not accustomed to parse (!)

The instruction generally throughout the school is highly intelligent, and the teacher's manner is quiet and effective.

B. School.

This is a school which has only on two occasions presented a boy in higher subjects, and they did exceedingly well. It is not indeed to be expected that a school within two miles of the preceding school should profess more than the ordinary Code work; and at present there are none in the higher subjects.

C. School.

This school is in a district where it is very difficult to get advanced pupils. It well illustrates what a change of master can effect, that for many years I could find only a small sixth standard. Now, with an average attendance of about 60, there are *six in the ex-sixth*.

Reading intelligent: Grammar and Analysis very fair.

Two boys professed a book of Cæsar, and construed with care and accuracy, exhibiting a very satisfactory knowledge of syntax. There are also two boys in a Junior Latin class.

The two senior boys had just finished the first stage in Greek, and knew their declensions and conjugations fairly well, and translated and parsed short sentences.

The same boys worked on the blackboard the 36th proposition of Euclid B. I., selected by me, correctly, and with full understanding.

D. School.

This was a school humble enough in its pretensions eight or nine years ago, until the master received a hint to exert himself. . . . There were, with an average attendance of 72, 13 in the *ex-sixth*. They read from Scott's *Marmion* with intelligence, and the majority of them had a good knowledge of Grammar and Analysis.

Three boys professed B. I. of Euclid, and did well. The master teaches with intelligence. They also worked simple equations.

Three in Cæsar, B. VI., were satisfactorily taught. They had also passed Stage I. in Greek, but were rather shaky in their conjugations.

Two girls read from Lamartine's *Jeanne d'Arc* well, and parsed well.

E. School.

The average attendance here is 99, and the number in the ex-sixth is six.

There was a rudimentary Latin Class of six, all of whom had passed the first stage before the Inspector.

One boy, more advanced, professed B. I. of Cæsar. Very well taught.

The same boy professed 25 props. of Euclid B. I., and knew his work thoroughly.

The English was very good, Mrs. Browning's "Cry of the Children" being very well read. Intelligence good: parsing and analysis thoughtful.

F. School.

This school was broken up owing to an epidemic. I found the average attendance to be 122. Seven in the ex-sixth; three in the second stage of Latin and French, and also in the Second Book of Euclid.

G. School.

Average attendance 105. Ten in the ex-sixth. There are no higher pupils except one girl in the third stage of French. This has always been a well-worked school, but it does not carry the children far into the higher subjects (except French). On the other hand, it has always been characterized by a good spirit and by a diffused general intelligence. The master speaks of now resigning.

These extracts from my Reports will perhaps suffice. I may add, however, that of the next five schools visited, three presented very good advanced pupils. In one of them *seven* boys read from the 22nd book of Livy and the *Æneid*, B. III., "translating with the greatest ease and accuracy." Five read from

B. II. of the *Anabasis*. Six professed B. I. of Euclid. The teaching in all these subjects was of the highest quality.

The general result is that out of 123 rural schools, at present connected with the Bequest, 90 are teaching advanced subjects. In many of the others advanced subjects are found as opportunity is afforded. Evidence of the progress which this result shows superabounds. In the first year of my own visitation (1856) I found Latin only in 58 out of 123 schools : in only eleven instances beyond Cæsar. I found Greek in only eleven schools, French in only five, Mathematics in seven. These are the facts.

I have now shown by public authoritative documents, by the statistics of the Bequest, and by reference to the MS. Reports, the nature of the higher instruction given in the north-eastern counties and the steady progress made from 1833 to the present time.

Some who look with little favour on linguistic studies may say, "What avails a little more or less of Latin and Mathematics in parochial schools?" The answer is that these subjects represent advanced instruction generally, including English, and that they exercise a potent influence on the intellect of the whole school, and raise the standard of education in it. The chief result of the whole system accordingly is a higher level of intelligence in the young of each parish. Another most important result is the opening up of a path to the higher walks of life to all : even the gypsy waif and the pauper have their opportunity. This is not said rhetorically. Numerous

ministers, teachers, and physicians come out of these schools. Many have held professorships in Scotland, and some are now holding Fellowships in the southern universities, who owed their start in life to the higher education of these humble rural parochial institutions.

With these facts before them, the Trustees will be able to judge whether the statements, rashly made in certain quarters, that the Bequest had of late years failed to maintain the old standard in the North, are trustworthy. The "good old times," when the Bequest began its work, were "bad old times" as compared with the state of things at the present moment of writing. The Code has, in its tendency, been depressing:¹ the Education Department, while doing much to improve education and to diffuse it among the masses in the schools, has not done anything to maintain the parochial "standard," that is to say, the parochial aim, in Scotland generally, by encouraging the university subjects; but, spite of these things, whether we look to the class of schoolmaster or the work which he does, the schools have not declined but improved in the three north-eastern counties: this, I think, mainly because of the counteracting influence of the Dick Bequest. I conclude this chapter, as I concluded the last, by saying that the schools, at this moment, are—taken all round—in a more efficient state than any parochial schools ever were in the whole course of the history of Scotland.

¹ See, however, p. 102.

CHAPTER VI.

SCHOOLS — SCHOOL-BUILDINGS — SALARIES — SCHOOL-MASTERS—THEIR MERITS AND DEFECTS—SUBJECTS TAUGHT—MIXED SCHOOLS.

IN the three counties of Aberdeen, Banff and Moray, outside the county towns, there are 123 civil parishes, and there are also, at the present moment, 123 parochial schools participating in the Dick Bequest. Where parishes have been divided *quoad sacra*, there are sometimes two schools within the limits of the old civil parish while again there are a few civil parishes which, for various reasons, have not taken advantage of the Bequest. The number of the schools on the Bequest is less now than it was in 1872 by twelve schools, and shows signs of decreasing. The cause of the decrease is the unwillingness of a few of the less enlightened School Boards to comply with the conditions laid down by the Bequest. The general result, however, is that there is no part of the three counties, whose residents are not within sufficiently easy reach of a school in which the higher instruction may be obtained.

The School Boards have, with very few exceptions, met in the most liberal way the requirements of the Act of 1872 as to schoolhouses. These are good and

ample. The apparatus for teaching is also, speaking generally, adequate. The dwelling-houses, with two or three exceptions, are good, such houses as any graduate-teacher may be well content to inhabit.

The emoluments of the teachers, apart from the Bequest, which yields an addition of from £20 to £45, according to merit, average £140 per annum, in addition to a house. There are 31 teachers who have more than £150 a year, apart from the Bequest, and a house. The average payment from the Bequest was last year £30, 8s. 2d.

The arrangement whereby the fees of the school are paid to the teacher was disturbed in 1889 by the allocation of the Probate Duty by Parliament to the partial relief of fees. The Trustees, having considered the whole question so far as it might affect the emoluments of the teachers, resolved to require that payments should be made to teachers by School Boards of an amount not less than the average sum received from fees for three or five years, as might be thought best in each case. (App. ix.).

Of the 123 teachers 112 are graduates of an university, and have further passed the Dick Bequest Examination. Two of them have been honoured by their universities with the degree of LL.D.

The emoluments, it will be seen, apart from the Bequest, are only slightly in excess of those of other rural schools in the more fertile districts of Scotland, and the question naturally arises, How do those parishes secure the services of men of exceptionally high qualifications ?

The answer is to be found chiefly in this, that the Dick Bequest has so fostered the higher education in parochial schools, as to send larger numbers of students to the university of Aberdeen from rural districts than could in ordinary circumstances have been sent, and that the university, having educated these men, thus produces a supply of graduates who are well content to return into the country districts and hold the office of a public schoolmaster. Had there been no university easily accessible, the Dick Bequest would have accomplished little. I think it will be also admitted that the mere fact that the schools they hold are known as "Dick Bequest" schools, has operated to make the position and status of the parochial schoolmasters more attractive in the north-east than elsewhere. It has been a brevet of rank. These teachers are all men of high character, of good ability, and sound education, men with whom any "gentleman and scholar" can sit down and converse on terms of equality. They are, with singularly few exceptions, devoted to their work, and have conferred and are conferring incalculable benefits on the children of the three counties.

Another question will naturally be put by those familiar with education in less favoured places—How do these men manage to do so much more and higher work than the majority of teachers elsewhere? The answer is that the boards have, in very many cases, shown their intelligence by allowing one pupil-teacher in excess of the Code requirements, or, where a pupil-

teacher would have sufficed, they have appointed a female certificated assistant. Thus, at an additional expenditure of from £15 to £30 per annum, the board has come to the help of the master. In such graded schools as Keith, Dufftown, Huntly, and Fraserburgh, the head-master is practically set free for the higher subjects alone. These schools are technically parochial or "public" schools, but with a higher or "secondary" department. This separate department would be classified as a high school of the third grade, if one were to classify the high schools of Scotland as they are sometimes classified abroad.

But in very many schools, the master has only the usual amount of assistance, and, where this is the case, it is impossible for him to fulfil the requirements of the Code, during the ordinary school day, and at the same time teach more than the "first stage"¹ of Latin, Mathematics, French, etc. But so imbued are the masters—even those in this position as to staff—with the true spirit of their profession, that they are always ready to meet their advanced boys and girls before and after the regular school-hours. Boys nearing the university stage will frequently, too, be welcomed by the master at his house in the evening, there to continue their reading. And so intimate is the connection subsisting between the country school and the university, that these same boys, after having been a year at the university (and even in some cases two

¹ Latin accidence; 15 propositions of Euclid and the beginnings of Algebra; French accidence.

years), are to be found during the summer sitting in a corner of the school-house by themselves preparing for next session's work under the master's direction. In the remote, poor, and elevated village of Tomantoul, "Liddell and Scott" is as familiar a sight to the pupils spelling their way through an elementary English book, as it is to the gilded youth of Eton or Harrow. There, too, girls and boys of the poorest classes have more than once passed during my visit from the perusal of Shakespeare to Racine, from Racine to Virgil, and from Virgil to Euripides.

It will be seen, accordingly, that this higher instruction is not a question of time, staff, and opportunity alone. All over Scotland a slight excess of staff over the Code requirements is common. It is a question of the *class* of teachers employed. Round this one consideration, indeed, all educational questions everywhere centre. A graduate, who has himself shown the solid qualities necessary for working his way up from a humble social grade to the position he holds, is not an ordinary graduate. In the deepest and highest sense of the word he is an "Honours' man." He brings with him to his work a moral and intellectual force which it is difficult to over-estimate. Through this mental force it is that he is enabled to predispose the minds of his pupils for advanced instruction : through this he is able to accomplish more, with very raw material, in a brief time daily, than a less educated and intellectual man could possibly accomplish even with the best intentions : his resources are not so soon exhausted.

Then as to the boys and girls. They are studying the higher branches because they *wish* to study them. The law of natural selection has been going on, and they are the elect minds of the school. Their learning is with them a very serious business. Again and again has it been my lot to examine classes not only in Latin, Greek and Mathematics, but also in Shakespeare and Milton, the pupils of which brought to their literary work a brightness of eye, an eagerness of intelligence, and a readiness to appreciate linguistic expression and æsthetic beauties, which have made the apparently prosaic work of going from school to school refreshing in a high degree, and worth any expenditure of labour. And all this the work of one quiet man with numerous classes to attend to, and no consciousness that he is doing anything extraordinary! This is education. Many have doubted what a good education can accomplish for the people: no one can spend an hour or two in one of the best of these schools and retain the doubt.

To the poorest and most neglected this education is offered. Is there any Visitor of schools in the world who is able to say, as your Visitor can say, that he has examined in Virgil and in Greek boys on the pauper-roll?¹

Nor do the masters always limit themselves to the school. They frequently form evening classes in connection with the Science and Art Department (*vid. p. 53*), mostly for the teaching of the only technical

¹ One such, not to speak of others, examined about thirty years ago, afterwards held a responsible position in India with a large salary, the old master told me.

subject which has a proper place in country schools—I mean agriculture. When the able and energetic Professor of Agriculture in the University of Edinburgh opened autumn classes for teachers, which could be attended during the school vacations, the north-eastern counties sent a large quota. And when he formed in 1888 an “Institute of Scottish Teachers of Agriculture,” of 143 country members in all Scotland 93 were from the “three counties.”

That class of parochial-minded politicians who grudge salaries which may attract able men, will find in the north-east that such men do much more than merely teach the school. The influence of a high-class elementary schoolmaster is felt through the whole district. In one parish he is the soul of the volunteer movement, in another of a literary, in a third of a choral, society. He is looked up to as an educational representative and a social force, and not merely as a school teacher. And are we not to recognise the educative influence which a man of superior ability and learning exercises. “*Adest quoque ipse vultus,*” says Bacon, “*et aspectus virorum gravium, quod facit ad verecundiam et teneros animos etiam a principio conformat ad exemplar.*”

Let me add that the influence of the Bequest is not restricted to the schools which participate in it. These have fixed the standard of education for the other rural schools around them and raised the general level. Still less is the education, as I have more than once pointed out, restricted to those who themselves take advanced instruction. It is felt in every part of the

school. A boy in an ordinary elementary school, who has scraped through his fifth standard and gone to work, has his intellectual conceptions for ever limited by what he himself has accomplished. In the north-eastern counties the same boy would go out into the world with very different notions of what education meant: and this itself would be a kind of education, for he would know that he was not educated.

But what of the ordinary Code 'standards' in the schools which profess the higher subjects? Can the primary subjects be efficiently taught when the teacher's powers are drawn off to subjects which properly belong to the sphere of secondary education? In 1881 I wrote thus: "An examination of the Blue Book issued by the Board of Education (now extinct) shows that the Dick Bequest schools gain more per head from the Parliamentary grants for the ordinary subjects of the Code than rural schools in the rest of Scotland." The materials of comparison are not now available in the same form, but I have good reason to know that there is no change.

As regards the teaching of the ordinary subjects and that of the school as a whole, nothing can be better evidence of the advance which schools have made than this—that twenty-five years ago there were probably a dozen things which I would have thought it my duty in such a Report as this to impress on the northern teachers which may now be omitted as superfluous. Organisation, classification, infant-teaching, slate-writing, writing from dictation, composition, singing, are now universally recognised characteristics

of a school, and on the inculcation of these I had in earlier years to expend much energy. For many years the Department has imposed them, but not till they were becoming usual in Dick Bequest schools at the instance of the Trustees: in these things, indeed, as in many other matters, such as the introduction of Timetables (1857), the Bequest administration has been a pioneer. The Education Department, spite of many errors, has done excellent work. Centralised State authority can always determine with success the externals and machinery of education; and these are often as essential to a good school as the "fitting" of an engine is to its doing the work for which it has been designed. Such matters being settled once for all, the teacher is then set free to think of methods of teaching, and he can afford to concentrate his powers on the education of the minds committed to him. There is much that is mechanical in all school-work, and this is best done by mechanical means: the rest has to do with the influence of mind on mind, and is dynamical. For this, mere machinery can do nothing.

Religious instruction, I may say, has not declined, but, owing to the better organisation of the classes, is better given than it used to be, although I am well aware that some teachers treat this part of their work in a perfunctory way during the two months preceding the Inspector's annual visit.

As to the subjects taught in the schools: I have shown what the "higher subjects" are—Latin, Greek, Mathematics, French, and German, and, I may add, advanced English. The ordinary subjects of school

instruction are contained in the Government Code, the substance of which is to be found in Appendix VIII. In that Code we now have, after twenty-eight years of discussion and hostile criticism, an excellent scheme of elementary education.

The "higher subjects" to be recognised in the future by the Trustees will require fresh consideration. The claims of elementary science can scarcely now be resisted. In the ordinary classes up to the sixth standard "science" simply means object-lessons organised and graduated. This all approve of. As soon as pupils pass the sixth standard it is possible to teach them botany and agriculture in a practical way, and to give these subjects true educational value. So with physiography. After many inquiries, however, I have been led to the conclusion that if chemistry is to be taught to boys barely fourteen years of age so as to be educative in its character, the teacher must avoid the South Kensington examinations. To pass these in chemistry demands rote-work from the yet undeveloped minds of boys. The Scotch Department, it is to be hoped, will take the guidance of the elementary school, so far as science as well as other subjects are concerned, into its own hands.

A graduated scheme of object lessons, drawing, and organised manual work conducted in some wooden shed attached to the school, represent all that the elementary school can do for technical instruction up to the fourteenth year. And even after that age, agriculture and botany are the only technical subjects which can be advantageously taught in country

schools. Several schools have already made a good beginning in these subjects. Science is usually classed by writers on education as a "realistic" subject; but it is realistic only when it deals with realities familiar to the senses of the pupils.

I have spoken of the merits of the teachers: what are their shortcomings? In answer to this I shall bring together defects which are never found all together, but singly in various schools.

The chief defect of the teachers is, during the first two or three years of their incumbency, a want of method and an insensibility to its importance. Although exception has always to be made of the more distinguished masters, it may be safely said that the want of the early study of method hampers the activity and full usefulness of the great majority all their lives. This is especially conspicuous in their examination on a reading lesson and in the range of their ideas as to what may be effected through the ordinary elementary instruction of the school. Very often when the mode of examining is good, it is (to use a Scottish phrase) "more by luck than good guidance."

In the department of school-management there is, almost universally, a curious insensibility to the use to which older pupils may be put in occasionally lending a hand in the more mechanical work of the lower classes.

The conception which very many have of geography and the method of teaching it is often narrow and unenlightened.

Then the higher class of work which the teachers aim

at, if they do not always accomplish it, has led them frequently to regard the Code as a burden, and to content themselves with fulfilling its requirements to the letter, and so getting rid of it. No doubt the Code has been itself to blame for this barrenness. But if the work even of the old Code, with all its faults, had been taken up in a liberal and generous spirit, much more might have been made of it by teachers so intelligent :—

For example, the old Code drops writing from dictation at Standard IV., and demands elementary composition in V. and VI., the spelling to be estimated along with the composition. This was a manifest blunder in the Code, which should, of course, continue dictation as a separate exercise, along with the higher exercise of composition. But is this any reason why a sensible teacher should imitate the Code and drop the teaching of writing from dictation ?

In geography the Code demands in Standard VI. a knowledge of the World generally and especially of the British Colonies ; but is this any reason why the knowledge acquired in Standards IV. and V. should not be constantly revised ?

In Arithmetic, let me say emphatically, there is far too much of the arithmetic of figures and too little of the arithmetic of things. It is the latter which truly disciplines the mind, and at the same time brings the work of the school into close relation with the work of life.

Further, why do teachers, themselves so intelligent and well-read, not introduce everywhere school libraries (they do exist in a few schools), classify

the books in accordance with the "standards," and issue them to the children? Why also are they content with Reading-books which cannot, in any adequate sense, introduce a boy either to his native language or literature?

Finally, why do teachers who now happily have singing in their schools, and have to present "secular" songs to the Inspector, think it a waste of time to teach the children to sing good hymns and chants? It does not "pay" at Dover House, but what of that? Why, too, should worthless sentimental songs be so often, and indeed generally, preferred to the national strains of Burns and Lady Nairne and other Scottish writers of genius? The national life is fed on national song and national events, which are as necessary to the true growth of a rural Scot as porridge and milk.

These things are so often neglected, and many other things are left undone, because the teacher has never been led to ask himself the fundamental questions, What is the education of a human being? How am I, a schoolmaster, to educate him? Why do I teach certain things? How best am I to do it so as to attain my purpose? What should the pupil, when he leaves my school, be, in respect of his mental equipment for the work of life, and, let me add, for the *enjoyment* of life? These are the questions which young teachers have to put to themselves. I cannot but believe that a large and generous training at the University in the aims and possibilities of the school, and in educational principles and methods, would place teachers from the beginning on a higher moral

platform, enable them to answer these questions, and to accomplish much for the education of the people not hitherto thought of.

The preceding remarks, in so far as they refer to the Government Code, were written before the improved Code of 1890 was issued. But I leave them as they were written, because they are equally applicable to the teacher under whatever Code he works.

Boys and girls are taught together in Scotland. The schools of the north-east are, like schools elsewhere in Scotland, mixed schools. If boys and girls are taught together, under a teacher who keeps his eye on the playground as well as the schoolroom, no harm will come of the combined teaching which is not counterbalanced by the educational advantages arising from the girls of a parish having the benefit of a master's instruction. The chances of harm have been also much lessened by the growing custom of employing a Female Certificated Assistant to teach the lower part of the school, as well as sewing and domestic economy. This good custom has been due partly to the requirements of the Code as regards sewing (a subject now placed on an admirable basis by the Department), but chiefly to the institution of a Training College for schoolmistresses in Aberdeen by the Church of Scotland—an example followed by the Free Church. The Colleges were instituted not so much to meet existing wants, as to make wants felt and to create a demand: the experiment has succeeded.

Notwithstanding, I have a strong feeling (it may be

a prejudice) in favour of separate Girls' schools taught by thoroughly competent mistresses. There are many advantages in such a system, which I need not enter into here; but it is certainly expensive in small parishes. The objection to female schools which rests on the inferiority of the intellectual instruction given, as compared with that given by a man-graduate, will be met when women of a good social position in search of "work" see in the duties of elementary school-keeping the noblest vocation which they can follow, though bringing little notoriety and less reward. The school is the woman's true social work. Until that day arrives the Scottish mixed system will continue to be the most effective, provided a certificated mistress be part of the staff.

As to my personal relations to the teachers, I can say, in full confidence that the teachers will concur, that these have been of the most pleasant kind. The Minutes of the Trustees during the past thirty-five years contain very few records of "cases." The Trustees have scarcely ever, if indeed ever, been involved in difficulties with the teachers. There is no reason in the world why the visit of an examiner should not be paid and received in the most friendly way. Of this my long experience makes me quite certain, that a visitor of schools can accomplish little for education unless he co-operates with the teacher in a friendly and sympathetic spirit. Without such a spirit, even knowledge and experience combined avail little.

CHAPTER VII.

GENERAL REMARKS ON THE HIGHER EDUCATION IN THE SCOTTISH PAROCHIAL OR PUBLIC SCHOOL—NEW CODE.

It is impossible to use the word “elementary” as applied to statutory schools in Scotland (still less the phrase, “schools for the poor,” a phrase which expresses the dominant English idea), without giving a false impression of the parochial, now “public,” schools to all save those who are personally acquainted with the Scottish tradition. The word “primary” would be a better word than “elementary,” now that the term “secondary” (borrowed from the French) has been naturalised; but even this term would be misleading. The Reformers in the 16th century contemplated, as I have shown in Chapter I., a school in connection with every kirk, in which grammar, *i.e.* the elements of Latin, were taught; but in “upland,” by which I understand purely agricultural parishes, the minister or reader was to instruct the children in the “first rudiments,” especially the Catechism. As these functionaries would be themselves acquainted with Latin in those days, we may presume from the context and other considerations that the words “first rudiments” included even in such localities

the rudiments of Latin. The session records throughout the 17th century have constant reference to the Latin acquirements of the parish teacher. The "Colleges" contemplated were to be placed in the residential town of the "superintendent," and were to take the place of the mediæval episcopal or cathedral canonical schools. We then see that from the first a note was struck, which ever since, and till now, has been audible; and the parish schools have never ceased to regard the teaching of Latin as an essential part of their national function.

The Latin language was in former days the only pathway to learning, and the avenue to every profession. The Church through the whole of the middle ages had looked to the children of the poor to contribute the larger proportion of monks and of regular and secular priests. Edicts, indeed, were sometimes passed with a view to encourage the children of "freemen" to enter the schools, so that a higher social class than the sons of serfs (or those who were virtually serfs), might be secured for the service of the Church; but there was always poverty to contend with. The Reformers, too, were well aware that it could only be among the poorer classes that they could look for a steady and continuous supply of the rank and file of the clergy in the future as in the past. Hence, partly, their zeal in instituting schools: I say partly, because they also felt profoundly the necessity of instructing the masses of the people in sound Biblical doctrine.

Other nations had their own way of bridging over

the gap that separated the poor from education and the service of the Church. They had the monastery and cathedral schools (and, later, the Jesuit seminaries). Protestant countries had to find a substitute for these ; but Scotland was the only country which systematically set itself to the task, in the interests of the people at large, and so gave effect to what may correctly be called the Reformation educational idea.

The nobles appropriated so much of the Church's patrimony, that it was impossible to give effect to that part of the Reformers' educational scheme which contemplated colleges (*i.e.* secondary schools), in every "superintendent's" town. Thus the parochial schools of Scotland became, along with the universities, the sole educational agencies. There were, it is true, Grammar or High Schools in the larger towns, and a few elsewhere, survivals of pre-Reformation times. These pre-Reformation schools had been connected with cathedrals, abbeys, and Collegiate Churches.¹ I may be allowed, in this reference, to quote an interesting Note by the Lord Ordinary in the case of *The Presbytery of Elgin v. The Magistrates of Elgin*, Jan. 16, 1861:—

"That at an early period grammar schools were to be found in the principal towns in Scotland appears to be undoubted. More satisfactory proof need not be sought than the well-known statute of the Scottish Parliament in the reign of James IV. (1494, c. 54) ordaining barons and freeholders to put their eldest

¹ The fifth prebend of the collegiate church of Cullen, *e.g.*, was required to keep a Grammar School, in which Singing as well as Latin was to be taught.

sons and heirs to the schools, and to remain at the grammar schools till they have perfect Latin. That these schools were generally connected with some cathedral or other ecclesiastical body would be probable in itself, considering the state of learning in the country, and that ecclesiastics were the only source to supply teachers. It is a fact that the grammar school, or 'Hie Schule' of Edinburgh was dependent on the Abbey of Holyrood, as was also a grammar school in the Canongate. The burgh of Edinburgh seems to have provided a school-house, and paid a salary to the teacher. But the nomination of the master was in the abbot. In Glasgow the school was under the control of the chancellor of the diocese, who claimed power to prohibit teaching within the burgh without his sanction, and this was enforced by the bishop in a process before him by the chancellor (*Regist. Glasgow*, p. 490). In Aberdeen the masters of the schools of the burgh, presented by the provost and magistrates, were collated to their office by the chancellor of the diocese (*Council Registers, Spalding Club*). The schools of Perth and Stirling belonged to the monks of Dunfermline (*Caledonia*). Those of Roxburgh belonged to the monks of Kelso, under a grant of David I. (*ibid.*). Of other schools having their origin by royal foundation or grant, or founded by the burghs out of their common good, little appears to be known, and probably information is not readily to be found. But the original foundations of the different royal burgh schools, as regards the parties establishing them, may be thought a fit subject for investigation in this case. The earliest notice of the school of Elgin is in the chartulary of Moray (*Bannatyne Club*, x. 270). At a general convocation of the canons of the cathedral church of Moray, the bishop presiding, it was ordained that a school should be erected and built in the town of Elgin, at the place previously fixed, and that a fit person should be named by the chancellor of the diocese to teach and instruct in grammar."

As a rule, however (though there were notable exceptions, such as Montrose, Perth, Edinburgh), the "Burgh" schools were little more than parochial

schools "writ large"; and indeed even as early as the middle of the 17th century the country parish school was frequently called a "Grammar" School. Thus, for want of a proper system of intermediate schools, the universities had to discharge the function of "Secondary" schools. A certain amount of Latin was to be obtained in most parochial schools; but the Latin necessary for following lectures delivered in Latin, and for reading with facility Latin books, was not to be had, speaking generally, outside the university seats. An interesting illustration of this is the fact, that when the University of Edinburgh was founded in 1581, a tutor in Latin had within the first year or two to be appointed in order to make good the deficiencies in the young matriculant. This tutor was regarded as doing "preparatory" work, and not the university work of a College Regent. In short, at that date and ever since, the universities have shown their common-sense in adapting themselves to the wants of the country. Unfortunately, the supplying of these wants brought money into the coffers of these institutions, which had only trifling endowments, and became a substitute for adequate income from other sources. Thus it was to the interest of the universities to take no action with a view to the organisation of a secondary school system. It is only of late years that they have become alive to the necessity of starting from a higher platform of attainment in their matriculants. Indeed, this and the bifurcation and development of the various depart-

ments of human knowledge lie at the root of the present demand for university reform in Arts.

These remarks, though apparently irrelevant to this Report, are in truth closely pertinent to it, for it will be at once evident to those familiar with Scottish education that the direct connection which so long subsisted between the parochial schools and the universities is now doomed, unless steps are taken to counteract the effect of causes everywhere in operation. The rising standard of qualification for the university removes it further from the parochial school. The action of the Education Department also in demanding so much more from the primary schoolmaster in teaching the rudiments of general knowledge and in the equitable diffusion of it among his pupils, imposes a heavy though, doubtless, most productive task. Again, the modern facilities of communication which enable a portion of the population to frequent the rising secondary schools in towns, take away the children of the well-to-do. The schools connected with the Bequest have already, as I have shown, felt these changing circumstances, and had it not been for the action of the Trustees they would, unquestionably, at this moment be, as regards the higher instruction, in a position similar to that of other parts of Scotland. In future there can be no doubt that the chance of securing instruction in "university subjects" to the son of the peasant, local tradesman, artisan, crofter, and small farmer depends on the extent to which the universities educate the schoolmasters of

the rural districts, on the beneficial action of such local endowments as that of the Dick Bequest, and on the adoption of a generous national policy.

Much as this state of things is to be regretted, the new educational conditions and the increasing resort to secondary schools will be of immediate advantage to the country at large, and may stimulate the much-needed organisation of the secondary system of Scotland. The universities had sunk so low in their junior classes that there are, still living, men who entered the universities of St. Andrews and Glasgow at the age of twelve! No doubt these were exceptional cases, but they are none the less significant. This other fact is equally significant, that in the first decade of this century the University of Edinburgh protested against the introduction of Greek into the High School of the Scottish capital on the ground that it interfered with the monopoly of the Professor of Greek in the University. It is not to be supposed, however, that the education given in the Arts faculties of the Scottish universities was at any time to be measured by the extreme youth or unpreparedness of the few : still less during the past fifty years. The lectures of Hutcheson, Adam Smith, and Reid must have been addressed to mature intellects. Yet the above facts tell their own tale.

The inevitable consequence of the altered conditions of university life, of which I have spoken, will be that even those boys who have been fortunate in their parochial schoolmaster will be under the necessity of spending a year or more at some secondary school (as

many already do) if they are to place themselves in line with their fellow-students : still more will this be necessary if they are to compete for bursaries, which are, of course, indispensable to the poorer boys from the country. Already the gradual raising of the university standard has told against the poor throughout all Scotland, and its effects, as I have before stated, are visible even in the schools participating in the Dick Bequest, though happily, as yet, to a limited extent. This arrestment of a decline, elsewhere too visible, has been due to the administration of the Trustees. And it is a well-merited compliment to that administration that the Endowments' Commissioners, in so far as they have been free to regulate parochial foundations, have followed in the footsteps of the Trustees.

On the other hand, as regards the prospects of the higher parochial education in Scotland generally, there are several hopeful signs. The Endowed Institutions' (Scotland) Commission recommend in their Report of 1881 the university education of intending teachers, and also "that in every parish there should be at least one teacher qualified to give instruction in the higher subjects." And the Departmental Committee of the Education Department (of which Mr. Parker was Chairman) recommend "that in each country parish a public school should be maintained, as of old in Scotland, capable of preparing its best pupils for university education." The Department itself, slow to move, has yet recognised patent facts

so far as to have embodied in the Code the following Article [21 (a)] :—"The grant of 4s. per subject for every day scholar in the standards" is raised to 10s. per subject in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, if "there shall be maintained at one or more centres sanctioned by the Department a school in which at least one teacher shall be a graduate in arts or science of some university of the United Kingdom, and where, independently of such a teacher, there shall be provided a staff, which, after a deduction of thirty scholars from the average attendance, shall fulfil" the other usual requirements. All these public and authoritative acts point in the direction of fostering the old parochial system in the interests of the poor ; but, until the Department extends the above, or some similar, article to all Scotland, and so promotes the institution of central parochial (lower secondary) schools, the upward movement will unquestionably end in the good intentions with which it began.

The object of statesmen who have seriously taken up the subject of popular education has been to give as good an education, which practically means as prolonged an education, to all grades of the people as social circumstances permit. As a matter of fact, however, it is only a small proportion of all the children in the country who remain at school beyond the compulsory standard, and Evening Continuation Schools have consequently arisen and will continue to increase in number, to make up the deficiencies of

those who leave school prematurely. Now the statistics of the Dick Bequest show that, in the participating schools, as large a proportion of pupils continue at school beyond the compulsory standard as is likely ever to be found in any country without intolerable coercion. How is this excellent result attained in the three counties? Through the gradual growth of a high educational standard among the people, and the tradition of it—a standard largely due to the administration of the Bequest. All admit that it is only after the compulsory standard has been passed that the harvest of the earlier stages of instruction can be reaped. If children can be induced to stay at school till they have passed through an ex-sixth standard, evening continuation schools and the large expenditure of money and energy necessary to maintain them become unnecessary, or they will take the form of evening secondary schools. It is surely good national economy, from whatever point of view we look at the question, to spend money at the right time and in the right way. And the right way, as the history of the Bequest shows, is the encouragement of a high class of master and of that advanced instruction which such a master is always willing to give, more for honour than reward.

This Report covers the period down to December 1889, and consequently confines itself to the educational facts and conditions up to that date. It is with much pleasure that I am able before concluding to

point to the improved Code of 1890, for which the country is indebted to Mr. Craik, the permanent secretary of the Department. Grants are now to be calculated on the average attendance at the school and paid without individual examination. The teachers are now set free to *educate* the children—within certain restrictions as to “standards,” of course. This change is favourable to the Dick Bequest and all similar agencies. Hitherto your Visitor has had to put himself in antagonism to the Code : now he can co-operate with it, and further the objects which Government has in view. If the Code does not yet go so far as it ought, it will yet in its present form have beneficial results, while at the same time laying the foundation of further progress on true educational lines. A little experience will doubtless suggest modifications. Its ultimate success depends on the prior training of the teacher, and on a strictly organised control of inspection. In fact the pressure of the central authority will more and more be felt by the Inspector, rather than by the teacher as hitherto. Formerly the Inspector was the departmental hand and eye ; now, he is the departmental mind. He has more freedom, and with this, necessarily, more responsibility.

To conclude : It is not always safe to attempt to forecast the future, but a few words may be ventured in view of the preceding narrative.

It is manifest, I think, to any one who has read the

preceding remarks, that the Trustees have been right, in view of the altered social and educational conditions, in regarding advanced instruction above the compulsory standard, *whatever subjects it may embrace*, as qualifying for their recognition, while doing the best they can to foster the specific university subjects. The Trustees have widened, and will doubtless continue to widen, their view of the subjects which may be regarded as constituting advanced instruction. It is the higher education of the masses of the people, not the university preparation of the few, at which they have to aim.

It is equally manifest, I think, that certain social and academic changes now going on will have to be more and more recognised as inevitable. The greater stress of competition with town-taught boys will, as I have pointed out, make it increasingly difficult for any save an exceptionally able master to send boys direct from the country to the university trials. They will have to go to centres of instruction within easy reach of them as they are already partially doing. The increase of the number of these centres is, accordingly, of vital moment, and this is provided for in the new scheme (Clause 29, Appendix x.).

But it does not follow that the university subjects are necessarily doomed to extinction in the parochial schools, if the Trustees have a free hand and the Government Code continues to improve. The worst that can happen is that at *a certain stage* of progress in Latin, Greek, and Mathematics, the boys in purely

landward districts will have to spend a year or so in some such central school as I have indicated in the previous paragraph. This necessity will doubtless lessen the number of those finding their way to the university, but it need not lead to the extinction of the university subjects in the schools generally, especially when we consider that ere long French and German will be included among "university" subjects. If the teaching of university subjects is wholly extinguished in the rural schools, then it is clear that poor boys of good ability, being unable even to begin the higher work in their native parishes, will be permanently excluded from all chance of entering the professions, and that many valuable servants will be lost to the State—a loss which so great an Empire as ours cannot well afford. Such a result would be a misfortune, perhaps we may even say a calamity, both socially and politically ; but I fear that even the influence of the Dick Bequest and of all similar endowments will fail to ward it off, if they have to resist the tendency to degeneration single-handed and unaided by the central authority. The Education Department, it is to be hoped, will come to its help, and give full effect, in some form or other, to the 67th Clause of the Education Act of 1872, and to the oft-repeated recommendations of successive Commissions.

POSTSCRIPT.

The Educational Endowments' Commission, appointed in 1882, issued a Scheme for the future administration of the Bequest which has now become law. The Scheme, as approved by Her Majesty on the 1st May 1890, will be found in Appendix x.

The Educational part of that scheme may be summed up as follows:—

I. Schools now on Bequest.

1. By clause 25, teachers benefiting by the Bequest who were appointed to office prior to 1873 are secured in an annual payment, amounting to the average received by them during the six years prior to April 1890; provided that they are efficient, and that due attention is paid to the higher subjects—the payment being subject to “deduction” should they cease to “pay due attention to the higher subjects.”

2. By clause 26, teachers appointed subsequently to 1873 are entitled to a payment of £15, provided they are “efficient” and “pay due attention to the higher subjects,” and, in addition, they will receive capitation grants for every child receiving efficient instruction in the higher subjects—the maximum grant to be £50 in all.

II. New Cases.

1. *Parochial or Public Schools.*—By clause 27, grants from the Trustees are to be in future, as vacancies in schools occur, paid to the School Boards on

condition that the teacher be a university graduate, and that the teaching staff shall be sufficient to enable the principal master to give time to the higher branches. The grants are (by clause 28) to be similar to those fixed in clause 26, and paid on similar conditions as to efficiency, &c.

2. *Central Public Schools*.—By clause 29, the Governors are (after the other purposes of the Bequest have received due effect) empowered to make special grants to School Boards of not less than £60, and not more than £200 annually, to assist certain selected centres in developing the higher department of their schools, on certain conditions, among which are the extent to which the grant is met by local rates, subscriptions or donations, they further taking into consideration (1) the number in Latin, Greek, and Mathematics, (2) the extent to which efficient instruction is given in Mechanical Drawing and Science subjects, (3) the adequacy of the staff.

[*Capitation grants* are not made applicable to these central schools.]

Note 1.—The only provisions which operate to prevent grants from relieving the rates are contained (a) in clause 26, in which it is provided that the schoolmaster's emoluments shall not be less than those at present provided for him; (b) subsection 3 of clause 27, which says "that the grant shall not be applied in relief of any expenditure which the School Board might reasonably be expected to incur out of the school fund.

Note 2.—The efficiency, etc., of the schools may be ascertained "by examination or otherwise" (clauses 25 and 26); and "in such way as to the Governors may seem best" (clause 28).

Note 3.—"Higher subjects" are not defined.

APPENDIX.

APPENDIX.

I.

RULES OF ADMISSION AND EXAMINATION OF SCHOOLMASTERS, ADOPTED 18TH MARCH 1873.

NOTWITHSTANDING the Trustees may have agreed to continue or to admit a School on the Roll of the Bequest, the Schoolmaster's admission to participation in the Fund shall be subject to the following further conditions, viz :—

1. The Schoolmaster shall have passed the usual Examination prescribed by the Trustees.

If he be the newly appointed Schoolmaster of a school, already on the Roll, he shall attend at either the first or second Examination immediately following his election ; and if a Schoolmaster of a School which at the date of his appointment shall be unconnected with the Bequest, then at either the first or second Examination immediately succeeding the admission of said school to the Roll.

2. In case of a Schoolmaster failing to undergo Examination within the time required, he shall forfeit all claim to admission during his incumbency.

3. A Schoolmaster, on going up for Examination, must at his first attendance profess at least five branches of study, whereof English, Arithmetic, and Latin must be three.

4. To gain distinction for eminence, a Schoolmaster must at his first appearance profess all the subjects of trial ; and in case of his success, an addition will be made to his allowance in respect of "Scholarship," which he will retain throughout his incumbency as part of his annual allowance.

The Trustees further, in cases of extraordinary proficiency

displayed at Examination, may bestow a single donation in money, as a mark of special approbation.

5. When a Schoolmaster's Examination extends beyond one year, he must, within two successive years, profess all the branches of study; and if at the Annual Examination in those years he be pronounced at least *Fair* in all the branches, his Examination shall be held to be completed; but if otherwise, his Examination must be resumed under the conditions mentioned in the following Rule.

6. In the event of a Schoolmaster being found *Deficient* in any one of the ten branches at the end of his second appearance, then all his past appearances, with the exception of those marked *Good*, shall be held null for *every* purpose; it being open to him again to compete for admission by passing through the Examination anew, but always in the same way and under the same conditions, in conformity with these Rules, as if he had made no previous appearance in any branch not marked *Good*.

7. Bad health shall be accepted as a sufficient excuse for not attending the Examination; but only if it be pleaded beforehand, and a medical certificate produced.

8. The expenses of Schoolmasters attending the Examination shall be paid for two years, but not longer.

9. No Schoolmaster can participate in the benefits of the Bequest until he is twenty-one years of age.

10. From the date of a Schoolmaster completing his Examination, but not sooner, an allowance will be set apart for him, to be paid in full, or at such a modified rate as the Trustees shall determine after consideration of their Visitor's Report on the condition of the Teacher's School.

11. Notwithstanding admission to participation, it shall in every case be in the discretionary power of the Trustees to increase, diminish, or altogether discontinue, the allowance to be from time to time made to any one or more of such Schoolmasters, without being accountable for so doing.

APPENDIX II.

EXTRACT MINUTE OF MEETING OF TRUSTEES *held at Edinburgh on 11th March 1876.*

THE TRUSTEES resolved for the future to hold, as eligible for admission to the Roll of the Bequest, Combined Schools, and Schools organised into two or more Departments, where the amount of Fees paid by or on account of the Scholars in attendance at any such School seeking admission shall exceed £120 per annum, provided that, in lieu of the emoluments required to be secured to the principal Teachers of Schools admissible to the Bequest under the Trustees' Code of Regulations of 18th March 1873, the School Board making application shall have complied with the following alternative conditions, viz. :—

1. That the School Board shall have secured to the Head Master a salary of not less than £200 per annum.
 2. That, in addition to the said salary, the School Board shall have provided to the Head Master a dwelling-house and garden of the yearly value of at least £10, or otherwise bound themselves to pay to him an equivalent in money for the want thereof.
 3. That there shall be produced yearly to the Trustees evidence to their satisfaction that the said emoluments secured to the Head Master, together with the salaries or allowances paid to the subordinate Teachers, when taken together, exceed in amount by a sum not less than £60 yearly in any case,—or by a sum not less than the emoluments ascertained to have been formerly provided by the Heritors if exceeding that amount,—the total Income of the School derived from—(1) the School Fees, according to a Table to be approved of by the Trustees; (2) the Government Grant earned by the School; and (3) the annual Income from Endowments or Funds for behoof of the Master of the School over which the School Board may have powers of administration, together with the annual value of the Schoolmaster's Dwelling-house and Garden, if any.
- Notwithstanding the compliance of any School Board with

the above requirements, the Trustees reserve to themselves the same discretionary powers of admission or rejection as are reserved to them under their Code of Regulations of 18th March 1873.

TABLE OF AVERAGE RATE OF SCHOOL FEES payable by or on account of Pupils attending the PAROCHIAL SCHOOLS in the Counties of ABERDEEN, BANFF, and MORAY, in accordance with which the Trustees resolved to fix the *minimum* Salary of Claimants for admission to the Bequest at £80 yearly, in terms of Code of Regulations adopted by them on 18th March 1873.

I.—ACCORDING TO STANDARDS.

1. ELEMENTARY BRANCHES, viz., *Reading, Writing, and Arithmetic, with English Grammar and Geography.*

Pupils preparing for or under Standard I., ...

Pupils under Standard II., ...

" " " III., ...

" " " IV., ...

" " " V. and VI., ...

2. HIGHER BRANCHES, viz., *Mathematics, Latin, Greek, French, etc.,*

One Higher Branch, with or without Elementary Branches, ...

Two Higher Branches, do. do. . . .

Three or more Higher Branches, do. . . .

II.—ACCORDING TO BRANCHES.

1. ELEMENTARY BRANCHES—

Reading, ...

Reading and Writing, ...

Reading, Writing, and Arithmetic, ...

Reading, Writing, Arithmetic, and Elementary Grammar and Geography, ...

Reading, Writing, Arithmetic, and Advanced Grammar and Geography, ...

Per Week		Per Month of 4 weeks.		Per Quarter of 12 weeks.	
s.	d.	s.	d.	s.	d.
0	2	0	8	2	0
0	2½	0	10	2	6
0	3	1	0	3	0
0	3½	1	2	3	6
0	4	1	4	4	0
0	5	1	8	5	0
0	6	2	0	6	0
0	7	2	4	7	0
0	2	0	8	2	0
0	2½	0	10	2	6
0	3	1	0	3	0
0	3½	1	2	3	6
0	4	1	4	4	0

2. HIGHER BRANCHES, same as under "Standards."

Note.—The above Fees according to Branches are at the average rate charged under the law as it formerly stood ; but, in respect of the requirements of the Education Code under the present system, it is a matter for consideration by School Boards whether it will not now be necessary to charge Fees for Elementary Subjects according to Standards only.

APPENDIX III.

Circular from Trustees relative to Code, 1875.

EDINBURGH, 5th October 1875.

DEAR SIR,

On the introduction of the new Education Code, the Trustees, after consideration, came to be satisfied that, if the Bequest was to continue to exercise the same influence as heretofore in the promotion of higher education in the three Counties, some changes must be introduced in working out the annual division of the Fund.

They accordingly resolved to increase the number of marks to Teachers for "Scholarship," to add 200 per cent. to the number of Marks allowed for Scholars instructed in the "Higher Branches" of Education, and increase the proportion of Marks for "Merit in Teaching" from one-sixth to one-fifth of the whole Marks forming the basis of the Annual Scheme of Division. They have further, in consequence of the new Act providing for compulsory education, and for the payment by Parochial Boards of School Fees for the children of indigent parents, resolved to reduce the Marks allowed for the number of "Scholars enrolled," and to eliminate from the Scheme any allowance for "Gratis Scholars."

By these means the Trustees hope to secure that the Higher Branches of education shall continue to be taught in all Schools connected with the Bequest with the like care and success as in former years. They at the same time wish it to be understood that for the future Arithmetic shall be added to, and English Grammar and Geography continued in, the list of Higher Branches; but that only where the Scholars are receiving instruction up to the requirements of the Fifth and Sixth Standards of the new Code. Of course, for the future, in the allocation of Marks under the Statistical Head of the Scheme of Division, due effect will as formerly be given to the successful teaching of each one of the whole seven "Higher Branches."

I am also desired to explain that in allocating Marks for "Merit in Teaching," while keeping in view the general intellectual and moral character of each School as the basis on which a judgment will be formed on its merits, greater weight than

has hitherto been the case will be given to the successful teaching of the "Higher Branches," more especially those which are comprised in the first year's course at a Scottish University.

I am further desired to inform you that the Trustees, having had it represented to them by the Visitor that it is often difficult to ascertain whether the instruction in English is sufficiently thorough and advanced, are desirous to point out to you that the Classes must henceforth always afford in their English reading the means of being tested in prose and poetical lessons,—didactic as well as narrative.

I am, Dear Sir, yours faithfully,

ROB^t. BLAIR MACONOCHE.

[*Clerk to the Trust.*]

To

Schoolmaster of

APPENDIX IV.

ABSTRACT OF RETURNS FOR THE YEAR FROM AUTUMN VACATION 1888 TO AUTUMN VACATION 1889.

THE PRESBYTERIES OF THE COUNTIES OF ABERDEEN, BANFF, AND MORAY.

Returns received from 121 Schools, with Average for each School.

NUMBER OF SCHOLARS ENROLLED.		NUMBER OF SCHOLARS STUDYING.										How long School taught. Days.		Salary received exclusive of Fees and Accommodations.		Annual Value of and Compensation for Accommodations.		SCHOOL FEES.				Whether any change has been made on the Scale of School Fees during the Year.		Sums expended in Repairs by the School Board.		No. of Scholars on Mlme Request.		Schools Continued or Admitted on the Roll under the New Regulations.	
Total during the Year.	No. who attended 140 Days or upwards.	Average Daily Attendance.	English.	Writing.	Arithmetic in Standards V., VI., or upwards.	English Grammar in Standards V., VI., or upwards.	Geography in Standards V., VI., or upwards.	Mathematics.	Latin.	Greek.	French or German.		Received.	In Arrear.	£ s. d.		£ s. d.		£ s. d.		.	.	£ s. d.		.	.	.	.	
															£	s.	d.	£	s.	d.			£	s.					d.
20,988	11,776	13,786-6	20,978	20,701	7,554	7,574	7,569	1,071	1,684	286	948	24,949	10,635	0 9	1471	14 0	6333	7 2	176	7 5	.	.	2228	16 5	1449	.	84	.	
173-4	97-3	113-9	173-3	171	62-4	62-6	63-5	8-8	13-9	1-9	7-8	206-1	52	6 10	12	3 3	52	6 10	1	9 1	.	.	18	8 4	.	.	.	.	

Note.—The Average allowance to Schoolmasters from the Funds of the Bequest in 1889 was £30, 8s. 2d.

APPENDIX V.

DICK BEQUEST EXAMINATION PAPERS.

2D AND 3D JANUARY 1890.

NOTICE.

To Candidates preparing for Examination in September 1890.

1. In Geography an acquaintance will be presumed with the outlines of General and Physical Geography. But Candidates will be expected to possess a more minute acquaintance with the Geography of Europe, with that of Great Britain and Ireland, and with that of Ancient Palestine. The examination will also include questions in the Classical Geography of Italy, Greece, and Asia Minor.

2. The examination on History and Chronology will relate to (1) Bible History ; (2) History of Ancient Rome—The Empire to A.D. 325 ; (3) History of Great Britain in the second half of the Eighteenth Century.

3. In the department of English, a general acquaintance will be expected with the history of English Literature, its chief epochs, and their characteristics. But the main object of the Examination will be to test the Candidate's literary information and appreciation in connection with a definite work prescribed for study, and especially—with reference to a passage selected from it—his knowledge of the sources, structure, etymology, and syntax of the English language, with the application of the principles of general grammar to the construction and resolution of English phrases and sentences. *The work which has been fixed upon for the ensuing year is The Task of Cowper, Books III-IV.*

4. The field of examination for September 1890 will be limited in Latin, to Livy, Book v., and Virgil, *Aen.* VI., with a Latin Version ; and in Greek to the Acts of the Apostles, Ch. xv.-xxviii. ; Xenophon, *Anabasis* Book II. ; and the *Odyssey* Book II.

5. With respect to Arithmetic, in addition to facility and accuracy in calculation, a thorough familiarity with the theory—the ground and reason of the several rules and processes—is

required. Special stress is laid on a thorough mastery of Fractional Arithmetic, including *approximative* calculation by means of Decimal Fractions. The study of some good text-book on Arithmetic, such as Brook Smith's, is recommended.

6. In Geometry, Books I. II. III. IV. VI. and XI. of Euclid are required. It is not necessary that the Candidate should use Euclid; the questions will be so framed as to allow the use of Wilson's text-books, which follow the arrangement of the Society for the Improvement of Geometrical Teaching. If Wilson's text-books be chosen, the Candidate will require to read Books I. II. III. and V. of the Plane Geometry, and Section I. of the Solid Geometry.

In addition to the book work, the solution of a considerable number of Exercises is necessary for thorough preparation.

7. In order to convey a definite idea of what is required under the head of Physics, it has been determined to recommend, in the meantime, the following text-books:—for the Dynamics of Solids and Fluids (Mechanics and Hydrostatics), Blaikie's *Elements of Dynamics*; for Optics, *Geometrical Optics*, by Osmund Airy. In Physics, clearness as to the fundamental ideas and a thorough hold of the theory of Physical Units, more particularly the Centimetre Gramme Second System, now in almost universal use, is insisted upon. The Candidate's accuracy in these matters will be tested by simple numerical examples; but the solution of complicated problems will form no part of the examination.

Candidates are strictly prohibited from bringing into the room on the day of Examination any books or MS. whatever. The infringement of this rule by any Candidate will be held to vitiate his whole examination.

EDINBURGH, January 1890.

ENGLISH GRAMMAR AND LITERATURE.

COWPER's *Task*—BOOKS III. AND IX.

EXTRACT A.

'Twere well, says one sage erudite, profound,
Terribly arch'd and aquiline his nose,
And overbuilt with most impending brows,
'Twere well could you permit the world to live
As the world pleases. What's the world to you?
Much. I was born of woman, and drew milk
As sweet as charity from human breasts.
I think, articulate, I laugh and weep,
And exercise all functions of a man.
How then should I and any man that lives
Be strangers to each other? Pierce my vein,
Take of the crimson stream meandering there
And catechise it well. Apply your glass,
Search it, and prove now if it be not blood
Congenial with thine own.

EXTRACT B.

Ill fares the traveller now, and he that stalks
In ponderous boots beside his reeking team.
The wain goes heavily, impeded sore
By congregated loads adhering close
To the clogg'd wheels; and in its sluggish pace
Noiseless appears a moving hill of snow.
The toiling steeds expand the nostril wide,
While every breath, by respiration strong
Forced downward, is consolidated soon
Upon their jutting chests. He, form'd to bear
The pelting brunt of the tempestuous night,
With half-shut eyes and pucker'd cheeks, and teeth
Presented bare against the storm, plods on.
One hand secures his hat, save when with both
He brandishes his pliant length of whip,
Resounding oft, and never heard in vain.

1. What are the chief contents of the fourth Book of *The Task*?

2. Mention, and if possible quote, any of the descriptions in that Book which illustrate the Satirical spirit of the Poet on its gentler side.

3. Point out in Extract B above particulars illustrating the realism of the description.

4. Underline the words of Latin origin in Extract A.

5. Underline doubly the words of Saxon origin in the same passage.

6. Analyse the Sentence in Extract B beginning with "The wain," and ending with "hill of snow."

7. Give in English Prose the contents of Extract B down to "jutting chests."

8. Explain the following expressions—

(1) "Patriots bursting with heroic rage."

(2) "A dry but independent crust,"

(3) "Man in society is like a flower
Blown in its native bed."

9. Give the marks of the personification of Winter in Book iv.

10. Out of what sources has the English language been formed? Point out the difference between the changes going on still and those of the time when the language was forming.

11. Explain what is meant by a complex sentence. What names are given to its component parts? And what is the function of the subordinate clauses?

12. Point out the difference between the relatives "who" or "which" and "that"; and give sentences showing how you would severally use them.

HISTORY.

1. Describe the effect on Israel of the wanderings in the wilderness before the settlement in Canaan.

2. Give a general description of the age of the Judges. Name the most celebrated,

3. What was the function of the prophet in Israel? What is meant by teaching by prophetic action? Give illustrations from Scripture.

4. Give an account of the influences which helped to prepare St. Paul for his work as Apostle of the Gentiles.

5. What were the early relations between Judaism and Christianity? Give illustrations from Scripture.

6. What was at first the general attitude of the Roman Empire

to the Christian Church? When did it change? To what causes was the change mainly owing?

7. Name the Emperors of Rome who during the first 150 years of the Empire were notorious for or celebrated for

- (1) Their persecutions of the Christians.
- (2) Their wicked lives.
- (3) Their personal excellence and virtue.

8. Relate the circumstances which led to England's taking possession of India. Give an account of the career of the General by whom the Conquest was mainly effected. Give also a short account of Warren Hastings, his administration in India, and his trial in England.

9. Relate the circumstances which led to the loss of our Colonies in America. When did the war between the Mother Country and them begin? When did it end? Name one or two of the chief engagements.

10. Give a brief account of William Pitt.

11. What were the chief ecclesiastical movements in Scotland during the latter half of the 18th century.

GEOGRAPHY.

1. Give an account of the Zodiac with its signs.

2. How is an eclipse of the sun brought about? How an eclipse of the moon?

3. Explain what is meant by the *Monsoons*. Where do they prevail, and what are their direction and character?

4. What are the proportions of land and water on the surface of the globe? What is the population of the globe, and how is it chiefly distributed?

5. Describe the general character of Central Asia.

6. Give an account of the most northern land on the globe, as yet explored.

7. Describe the Baltic, the entrance to it, its gulfs, climate, and mercantile value. Name the chief rivers falling into it, and the chief towns at or near its shores.

8. Name the chief seats of the manufacture of textile fabrics in Great Britain and Ireland, and state where they are situated.

9. Describe the situation of the chief plains of Palestine, naming them. What are the principal historical events connected with the most northerly ?

10. Where was the river Rubicon, and what is its importance in History ?

11. What countries were included under the name Graecia ? Note the geographical relation of these countries to one another.

12. Sketch roughly the outline of Asia Minor, for the sake chiefly of marking in the towns alluded to in the New Testament. Mark in these towns.

LATIN.

LIVY, BOOK V. 43.

To be translated accurately.

1. Galli quoque per aliquot dies in tecta modo urbis nequiquam bello gesto, cum inter incendia ac ruinas captae urbis nihil superesse praeter armatos hostes viderent, nequiquam tot cladibus territos nec flexuros ad deditionem animos, ni vis adhiberetur, experiri ultima et impetum facere in arcem statuunt. Prima luce signo dato multitudo omnis in foro instruitur ; inde clamore sublato ac testudine facta subeunt. Adversus quos Romani nihil temere nec trepide ad omnes aditus stationibus firmatis, qua signa ferri videbant, ea robore virorum opposito scandere hostem sinunt, quo successerit magis in arduum, eo pelli posse per proclive facilius rati. Medio fere clivo restitere, atque inde ex loco superiore, qui prope sua sponte in hostem inferebat, impetu facto strage ac ruina fudere Gallos, ut numquam postea nec pars nec universi temptaverint tale pugnae genus.

Omissa itaque spe per vim atque arma subeundi obsidionem parant, cuius ad id tempus immemores et quod in urbe fuerat frumentum incendiis urbis absumpserant, et ex agris per ipsos dies raptum omne Veios erat. Igitur exercitu diviso partim per finitimos populos praedari placuit, partim obsideri arcem, ut obsidentibus frumentum populos agrorum praeberent. Proficiscentes Gallos ab urbe ad Romanam experiendam virtutem fortuna ipsa Ardeam, ubi Camillus exulabat, fluxit ; qui maestior ibi fortuna publica quam sua, cum diis hominibusque accusandis senesceret indignando mirandoque, ubi illi viri essent, qui secum Veios Faleriosque cepissent, qui alia bella fortius semper quam felicius gessissent, repente audit Gallorum exercitum adventare atque de eo pavidos Ardeates consultare.

2. Parse and conjugate *territos—experiri—sublato—restitere—fudere—senesceret—indignando*.
3. Give the derivation of *ruinas—proclive—strage—frumentum—populatores—exulabat*.
4. Explain the construction (syntactic connection) of *ultima* (4)—*nihil temere* (7)—*ea* (8)—*inferebat* (11)—*indignando* (21)—*Veios* (17).
5. Explain the expressions : *sua sponte* (11)—*per ipsos dies* (16).
6. Give some account of Camillus.
7. State the position of Ardea and of Veii.
8. Give some account of Livy and of the sources from which he drew his history.

VIRGIL : AENEID VI. 77-97.

To be translated accurately into English prose.

At, Phoebi nondum patiens, immanis in antro
 bacchatur vates, magnum si pectore possit
 excussisse deum : tanto magis ille fatigat
 os rabidum, fera corda domans, fingitque premendo.
 ostia iamque domus patuere ingentia centum
 sponte sua vatisque ferunt responsa per auras :
 'o tandem magnis pelagi defuncte periclis !
 Sed terrae graviora manent. In regna Lavini
 Dardanidae venient ; mitte hanc de pectore curam ;
 sed non et venisse volent. Bella, horrida bella
 et Thybrim multo spumantem sanguine cerno.
 Non Simois tibi nec Xanthus nec Dorica castra
 defuerint ; alius Latio iam partus Achilles,
 natus et ipse dea ; nec Teucris addita Iuno
 usquam aberit : cum tu supplex in rebus egenis
 quas gentes Italum aut quas non oraveris urbes !
 causa mali tanti coniunx iterum hospita Teucris
 externique iterum thalami.
 Tu ne cede malis, sed contra audentior ito,
 quam tua te Fortuna sinet. Via prima salutis,
 quod minime reris, Graia pandetur ab urbe.'

1. Parse and conjugate *excussisse—fingit—patuere—defuncte—partus—sinet—reris—pandetur*.
2. Explain the construction (syntax) of *immanis* (77)—*terrae* (84)—*Latio* (89)—*malis* (95)—*quam* (96).

3. Explain the reason for using the special forms : *excussisse* —*patuere*—*defuerint*—*oraveris*.

4. *Graia ab urbe*. What is referred to?

5. *fingitque premendo*. What is the object to *fingit*?

6. *cum tu supplex*. What is the force of *cum*?

7. *addita Iuno*. Explain the reference and the force of *addita*.

1. Scan the lines—

quas gentes Italum aut quas non oraveris urbes !
causa mali tanti coniunx iterum hospita Teucris.

To be translated into Latin prose.

When he was made consul, he remained at home to increase his resources by influencing the citizens, while the honours of war lay with others. Volumnius did not regret the field of duty assigned to him ; he had many successful combats ; and he captured some cities from the enemy. He was lavish of the booty that fell to him, and a liberality in itself agreeable was enhanced by his courteous bearing ; by such influences he had made the soldiers share toil and danger. Q. Fabius, as pro-consul, fought a battle with the Samnite army. The issue was not for a moment doubtful ; the enemies were routed and driven to their camp ; and the camp itself could not have been held but for the day being then well-nigh spent. Next day at dawn the surrender began.

GREEK.

XENOPHON, ANAB. II. CH. iii. 17-23.

To be translated accurately.

1. ἐπεὶ δὲ ἀπήντησαν αὐτοῖς οἱ τῶν Ἑλλήνων στρατηγοί, ἔλεγε πρῶτος Τιτσαφέρνης δι' ἑρμηνέως τοιαύδε· Ἐγώ, ὦ ἄνδρες Ἕλληνες, γείτων οἰκῶ τῇ Ἑλλάδι, καὶ ἐπεὶ ὑμᾶς εἶδον εἰς πολλὰ κἀμήχανα πεπτωκότας, εὖρημα ἐποιησάμην, εἴ πως δυναίμην παρά βασιλέως αἰτήσασθαι δοῦναι ἔμοι ἀποσῶσαι ὑμᾶς εἰς τὴν Ἑλλάδα. οἶμαι γὰρ ἂν οὐκ ἀχαρίστως μοι ἔχειν οὔτε πρὸς ὑμῶν οὔτε πρὸς τῆς πάσης Ἑλλάδος. ταῦτα δὲ γνοὺς ἡτούμην βασιλέα, λέγων αὐτῷ ὅτι δικαίως ἂν μοι χαρίζοιτο, ὅτι αὐτῷ Κῦρόν τε ἐπιστρατεύοντα πρῶτος ἡγγεῖλα καὶ βοήθειαν ἔχων ἅμα τῇ ἀγγελίᾳ ἀφικόμην καὶ μόνος τῶν κατὰ

τοὺς Ἑλληνας τεταγμένων οὐκ ἔφυγον, ἀλλὰ διήλασα καὶ συνέμξα βασιλεῖ ἐν τῷ ὑμετέρῳ στρατοπέδῳ, ἐνθα βασιλεὺς ἀφίκετο, ἐπεὶ Κῦρον ἀπέκτεινε, καὶ τοὺς σὺν Κῦρῳ βάρβάρους ἐδίωξα σὺν τοῖσδε τοῖς παροῦσι νῦν μετ' ἐμοῦ, οἵπερ αὐτῷ εἰσι πιστότατοι. Καὶ περὶ μὲν τούτων ὑπέσχετό μοι βουλευέσθαι· ἐρέσθαι δέ με ὑμᾶς ἐκέλευσεν ἔλθόντα, τίνος ἕνεκεν ἐστρατεύσατε ἐπ' αὐτόν. καὶ συμβουλευῶ ὑμῖν μετρίως ἀποκρίνασθαι, ἵνα μοι εὐπρακτότερον ᾖ, ἢ ἂν τι δύνωμαι ἀγαθὸν ὑμῖν παρ' αὐτοῦ διαπράξασθαι. πρὸς ταῦτα μεταστάντες οἱ Ἑλληνες ἐβουλεύοντο· καὶ ἀπεκρίναντο, Κλέαρχος δ' ἔλεγεν· Ἡμεῖς οὔτε συνήλθομεν ὥς βασιλεῖ πολεμήσοντες οὐτ' ἐπορευόμεθα ἐπὶ βασιλείᾳ, ἀλλὰ πολλὰς προφάσεις Κῦρος εὑρίσκειν, ὥς καὶ σὺ εὖ οἴσθαι, ἵνα ὑμᾶς τε ἀπαρασκεύους λάβοι καὶ ἡμᾶς ἐνθάδε ἀναγάγοι. ἐπεὶ μέντοι ἤδη αὐτὸν ἐωρῶμεν ἐν δεινῷ ὄντα, ἡσχύνθημεν καὶ θεοὺς καὶ ἀνθρώπους προδοῦναι αὐτόν, ἐν τῷ πρόσθεν χρόνῳ παρέχοντες ἡμᾶς αὐτοὺς εὖ ποιεῖν. ἐπεὶ δὲ Κῦρος τέθνηκεν, οὔτε βασιλεῖ ἀντιποιούμεθα τῆς ἀρχῆς οὐτ' ἔστιν ὅτου ἕνεκα βουλοίμεθ' ἂν τὴν βασιλείῳς χώραν κακῶς ποιεῖν.

2. Parse ἀπήντησαν — ἐμπεπτωκότας — ἀποσῶσαι — ἡτούμην — ἀφικόμεν—διήλασα—ὑπεσχέτο—ἐωρῶμεν—ἡσχύνθημεν.

3. Give the derivation of ἀμήχανα—βοήθειαν—εὐπρακτότερον —προφάσεις—ἀπαρασκεύους.

4. γείτων οἰκῷ τῇ Ἑλλάδι. In what sense is this said ?

5. δοῦναι ἐμοὶ ἀποσῶσαι. Explain the construction.

6. Give some account of (a) Τισσαφέρνης and (b) Κλέαρχος.

7. ἂν οὐκ—καὶ θεοὺς—ἡμᾶς αὐτούς. Explain these expressions.

8. ἔστιν ὅτου ἕνεκα. Explain this construction.

NEW TESTAMENT.—ACTS OF THE APOSTLES, XIX. 24-39.

To be translated accurately.

1. Δημήτριος γάρ τις ὀνόματι, ἀργυροκόπος, ποιῶν ναοὺς ἀργυροῦς Ἀρτέμιδος παρέιχετο τοῖς τεχνίταις οὐκ ὀλίγην ἐργασίαν, οὓς συναθροίσας καὶ τοὺς περὶ τὰ τοιαῦτα ἐργάτας εἶπεν· Ἄνδρες, ἐπίστασθε ὅτι ἐκ ταύτης τῆς ἐργασίας ἡ εὐπορία ἡμῖν ἐστίν, καὶ θεωρεῖτε καὶ ἀκούετε ὅτι οὐ μόνον Ἐφέσου, ἀλλὰ σχεδὸν πάσης τῆς Ἀσίας ὁ Παῦλος οὗτος πείσας μετέστησεν ἱκανὸν ὄχλον, λέγων ὅτι οὐκ εἰσὶν θεοὶ οἱ διὰ χειρῶν γινόμενοι. οὐ μόνον δὲ τοῦτο κινδυνεύει ἡμῖν τὸ μέρος εἰς ἀπελεγμὸν ἔλθειν, ἀλλὰ καὶ τὸ τῆς μεγάλης θεᾶς Ἀρτέμιδος ἱερὸν εἰς οὐθέν λογισθῆναι, μέλλειν τὲ καὶ καθαιρεῖσθαι τῆς

μεγαλειότητος αὐτῆς, ἣν ὅλη ἡ Ἀσία καὶ ἡ οἰκουμένη σέβεται. ἀκούσαντες δὲ καὶ γενόμενοι πλήρεις θυμοῦ ἔκραζον λέγοντες, Μεγάλη ἡ Ἀρτεμις Ἐφεσίων. καὶ ἐπλήσθη ἡ πόλις τῆς συγχύσεως, ὥρμησάν τε ὁμοθυμαδὸν εἰς τὸ θέατρον συναρπάσαντες Γαῖον καὶ Ἀρίσταρχον Μακεδόνας, συνεκδήμους τοῦ Παύλου. Παύλου δὲ βουλομένου εἰσελθεῖν εἰς τὸν δῆμον οὐκ εἶον αὐτὸν οἱ μαθηταί· τινὲς δὲ καὶ τῶν Ἀσιαρχῶν, ὄντες αὐτῷ φίλοι, πέψαντες πρὸς αὐτὸν παρεκάλουν μὴ δοῦναι ἑαυτὸν εἰς τὸ θέατρον. ἄλλοι μὲν οὖν ἄλλο τι ἔκραζον, ἣν γὰρ ἡ ἐκκλησία συγκεχυμένη, καὶ οἱ πλείους οὐκ ᾔδεισαν τίνος ἕνεκα συνεληλύθεισαν. ἐκ δὲ τοῦ ὄχλου συνεβίβασαν Ἀλέξανδρον προβαλόντων αὐτὸν τῶν Ἰουδαίων, ὃ δὲ Ἀλέξανδρος κατασείσας τὴν χεῖρα ἠθέλεν ἀπολογεῖσθαι τῷ δήμῳ. ἐπιγνόντες δὲ ὅτι Ἰουδαῖός ἐστι φωνὴ ἐγένετο μία ἐκ πάντων ὥσπερ ὥρας δύο κραζόντων, Μεγάλη ἡ Ἀρτεμις Ἐφεσίων. καταστείλας δὲ τὸν ὄχλον ὁ γραμματεὺς φησὶν, Ἄνδρες Ἐφέσιοι, τίς γάρ ἐστιν ἀνθρώπων ὃς οὐ γινώσκει τὴν Ἐφεσίῳ πόλιν νεωκόρον οὖσαν τῆς μεγάλης Ἀρτέμιδος καὶ τοῦ διοπετοῦς; ἀναντιρρήτων οὖν ὄντων τούτων δέον ἐστὶν ὑμᾶς κατεσταλμένους ὑπάρχειν καὶ μηδὲν προπετὲς πράσσειν. ἡγάγετε γὰρ τοὺς ἄνδρας τούτους οὔτε ἱεροσύλους οὔτε βλασφημοῦντας τὴν θεὸν ἡμῶν. εἰ μὲν οὖν Δημήτριος καὶ οἱ σὺν αὐτῷ τεχνῖται ἔχουσιν πρὸς τινα λόγον, ἀγοραῖοι ἄγονται καὶ ἀνθύπατοί εἰσιν, ἐγκαλείτωσαν ἀλλήλους. εἰ δέ τι περαιτέρω ἐπιζητεῖτε, ἐν τῇ ἐννόμῳ ἐκκλησίᾳ ἐπιλυθήσεται.

2. Parse παρείχω—πέισας—ἐπλησθη—εἶον—συνεληλύθεισαν—κατεσταλμένους—ἐγκαλείτωσαν.

3. Give the derivation of ἀπελεγμὸν—συγχύσεως—ἐκκλησία—νεωκόρον—ἀνθύπατοι.

4. Explain the construction (syntax) of ἡμῖν (line 7)—μεγαλειότητος (line 10)—ἐπιγνόντες (line 21)—ἀγοραῖοι (line 30).

5. Explain the reference of γὰρ in lines 24 and 27 respectively.

6. Give some account of the Ἀρτεμις referred to.

7. Explain the meaning of Ἀσίας—Ἀσιαρχῶν—διοπετοῦς.

8. Explain the allusions in ναοὺς—ἀγοραῖοι—ἀνθύπατοι.

To be translated accurately into English prose.

Ἀντίνοος δὲ μιν οἷος ἀμειβόμενος προσέειπεν.

Τηλέμαχ' ὑψαγόρη, μένος ἄσχετε, ποῖον ἔειπες
ἡμέας αἰσχύνων, ἐθέλοις δέ κε μῶμον ἀνάψαι.

σοὶ δ' οὐτι μνηστήρες Ἀχαιῶν αἵτιοί εἰσιν,
 ἀλλὰ φίλη μήτηρ, ἣ τοι περί κέρδεα οἶδεν.
 ἥδη γὰρ τρίτον ἐστὶν ἔτος, τάχα δ' εἴσι τέταρτον,
 ἐξ οὗ ἀτέμβει θυμὸν ἐνὶ στήθεσσιν Ἀχαιῶν.
 πάντας μὲν ῥ' ἔλπει, καὶ ὑπὶσχεταὶ ἀνδρὶ ἐκάστω,
 ἀγγελίας προῖέισα· νόος δὲ οἱ ἄλλα μενοινᾷ.
 ἣ δὲ δόλον τόνδ' ἄλλον ἐνὶ φρεσὶ μερμήριξεν·
 στησαμένη μέγαν ἰστὸν ἐνὶ μεγάροισιν ὕφαινεν,
 λεπτὸν καὶ περίμετρον· ἄφαρ δ' ἡμῖν μετέειπεν.

ARITHMETIC.

1. If a, b, c, p , be all integral numbers, and $a = pb + c$, shew that the G. C. M. of a and b is the G.C.M. of b and c . Deduce from this theorem a rule for finding the G. C. M. of two given integers.

Find the G. C. M. of 183448 and 116104.

2. Find by means of the contracted processes for multiplication and division of decimal fractions the value of

$$\begin{array}{r} 6.318416392 \times .0016875639 \\ \hline .06731489322 \end{array}$$

to five places of decimals.

3. If a 100 dollars in gold be worth 105 dollars in paper currency, and 4.87 dollars in gold be worth £1, find the value of 5638 dollars (paper currency) in £. s. d.

4. Three partners, A, B, C , are to share a profit of £513, 10s. B has had twice as much money in the business as A but only for half as long, and C , who has been a partner as long as B , has had as much money in the business as A and B together. Calculate each partner's share of the profit.

5. If 5 per cent. consols are as good an investment as the 3 per cents. at $92\frac{1}{4}$, find the price of the former stock.

ALGEBRA.

1. State the Algebraic Law of Distribution.

Express as a single fraction at its lowest terms

$$\frac{x+1}{x^3-1} + \frac{x-1}{x^3+1} - \frac{x^2-1}{x^4+x^2+1}.$$

Decompose into partial fractions

$$\frac{3x^2+1}{(x-1)(x+1)^2}.$$

2. Show that if $x^{p/q}$ be defined to mean the real positive value of the q^{th} root of x^p , x being a positive real quantity, then $(x^{p/q})^{r/s} = x^{pr/qs}$, where p, q, r, s are all positive integers.

Show that

$$\sqrt{\{a + \sqrt{a^2-1}\}} + \sqrt{\{a - \sqrt{a^2-1}\}} = \sqrt{2a+2}.$$

3. Show that a quadratic equation has in general two roots; and can never have more than two.

Solve the following equations

$$(a) \quad \sqrt{x+1} + \sqrt{x+4} = 12/\sqrt{x+4} :$$

$$(b) \quad \begin{cases} x+2y + \sqrt{2}\sqrt{xy} = 14, \\ x^2+4y^2 + 2xy = 18. \end{cases}$$

4. Show how to sum the series $1+2+\dots+n, 1^2+2^2+\dots+n^2$; and indicate a process for summing any series whose n^{th} term is an integral function of n .

Sum the following series

$$1.5 + 2.6 + 3.7 + \dots \text{ to } n \text{ terms.}$$

$$\frac{1}{3} + \frac{2}{3^2} + \frac{3}{3^3} + \frac{4}{3^4} + \dots \text{ to infinity.}$$

5. Find an expression for the present value of an Annuity of £A payable in half-yearly instalments, which is to begin m years hence and run for n years, compound interest to be allowed at the rate of $r\%$.

Work out the numerical result, as nearly as your table will allow, when $A=113, m=10, n=\infty, r=15$.

6. Prove that the limit when $n=\infty$ of $(1+1/n)^n$ is

$$1 + 1/1 + 1/2! + 1/3! + \dots$$

Find the coefficient of x^n in the expansion of

$$\log \{(1-x-2x^2)^{1+x}\}.$$

What is the necessary and sufficient condition for the convergence of this expansion?

GEOMETRY.

1. State the steps of construction for converting any given rectilinear figure into a square of equal area ; and give a demonstration of the last of them, viz. "To construct a square whose area shall be equal to the area of a given rectangle."

To construct a rhombus whose side and area are given.

2. Show that the medians of a triangle are concurrent, and trisect each other.

To construct a triangle whose medians are given.

3. State in logical sequence the definitions and fundamental theorems in the elementary theory of the contact of straight lines with circles, and of circles with each other : and prove, in a manner concordant with your scheme, that, if two circles touch, their point of contact lies on the straight line joining their centres.

ABC is a triangle. Two circles each pass through A and touch BC in B and C respectively ; show that their common chord is a median of the triangle ABC .

4. Show that the areas of similar triangles are in the duplicate ratio of their homologous sides ; and indicate how this theorem may be extended to rectilinear figures generally.

AD is the bisector of the angle A of the triangle ABC . BE parallel to AC meets AD produced in E ; show that the area ABD is a mean proportional between the areas ADC and BDE .

5. Show that, if a straight line be perpendicular to two intersecting straight lines, it is perpendicular to every straight line in their plane.

If the edge of a regular tetrahedron be 3 feet, calculate its altitude to 3 places of decimals.

TRIGONOMETRY.

1. Give a *full* definition of the circular functions $\cos\theta$, $\sin\theta$, $\tan\theta$, $\cot\theta$, $\sec\theta$, $\csc\theta$.

Show that they all have the period 2π ; and that $\tan\theta$ and $\cot\theta$ have the smaller period π .

Draw the graph of the function

$$y = 1/(1 \times 2 \cos x).$$

2. Give a formula for all the angles that have a given sine.

Solve, as completely as you can, the following equation
 $\cot 2\theta - \cot \theta + 2 = 0.$

3. Prove for all values of A and B that

$$\cos(A+B) = \cos A \cos B - \sin A \sin B;$$

and show by transformation that

$$\sin(A-B) = \sin A \cos B - \cos A \sin B.$$

Show that

$$\tan A - \tan B + \cot A - \cot B = 4 \frac{\sin(B-A) \cos(B+A)}{\sin 2A \sin 2B}.$$

If $A+B+C=\pi$, show that

$$\frac{\sin A + \sin B - \sin C}{\sin A + \sin C - \sin B} = \frac{\tan \frac{1}{2} B}{\tan \frac{1}{2} C}.$$

4. Prove that in any triangle

$$a = b \cos C + c \cos B;$$

and deduce the expression for $\cos A$ in terms of a, b, c .

Establish the following

$$r = a \sec \frac{1}{2} A \sin \frac{1}{2} B \sin \frac{1}{2} C;$$

$$a \cos A + b \cos B + c \cos C = 4R \sin A \sin B \sin C,$$

where r and R denote, as usual, the radii of the in- and circum-circle.

5. If DEF be the feet of the perpendiculars from the vertices on the opposite sides in the triangle ABC , show that the radius of the circle circumscribing AEF is $R \cos A$.

Find, as accurately as the tables supplied will allow, the area of triangle whose base is 15.31 feet, and whose base angles are $31^\circ 25' 10''$ and $25^\circ 25' 25''$ respectively.

PHYSICS.

Not more than Five Questions to be attempted.

1. Define the units of *velocity*, *acceleration*, and *momentum* in the centimetre-gramme-second system.

If a point move with uniformly accelerated velocity in a straight line, find an expression for the space passed over in terms of the initial velocity, the acceleration, and the time.

2. State Newton's Third Law of Motion.

If a mass of 10 kilogrammes, moving with a velocity of 5 metres per second, become suddenly imbedded in a mass of 23

kilogrammes at rest, find the initial velocity with which the combined mass will begin to move.

3. If two equal masses, each of 100 grammes, be hung at the ends of a string passing over a massless frictionless pulley, and a mass of 5 grammes be attached to one of them, deduce the subsequent motion, using the principle of the Conservation of Energy as much as you can. (g may be taken to be 981 in C. G. S. U.)

4. Establish the rule for the composition of two parallel like directed forces.

A triangular stool stands horizontally on three equal vertical legs placed exactly at its corners. If a mass of P lbs. be placed at the centre of the inscribed circle, find the pressures exerted by the three legs respectively.

5. Show how to find the pressure at any point of a liquid at rest, carefully explaining what is really meant by the *pressure at any point of a liquid*.

Explain the Action of the Syphon: and point out the limit to its action.

6. Give a physical explanation of the use of the common hydrometer in determining the Specific Gravity of liquids.

7. State Boyle's Law regarding Gases: and indicate how it may be roughly verified. State some facts that at once show that it cannot be universally true.

8. State the effect on the readings of a barometer of a small quantity of air in the space above the mercury; and explain how the error in the readings could be allowed for, supposing that it were possible to compare the defective barometer with a standard one at one or two particular points. (You may neglect the question as to temperature.)

9. Show how to find the geometrical focus of a small pencil of rays falling perpendicularly on a concave mirror.

Trace the motion of the image of a small object which moves along the axis of the mirror.

10. Explain how the focal length of a convex lens can be determined when its refractive index and the radii of its bounding spherical surfaces are given.

11. Explain generally the action of a prism upon a beam of white light; and describe any of the arrangements commonly employed for obtaining a pure solar spectrum.

APPENDIX VI.

PHARMACEUTICAL EXAMINATION.

SUBJECTS.

Latin.—Grammar; Translation of simple sentences from English into Latin; Translation into English from Cæsar, "*De Bello Gallico*," Book I., or Virgil, "*Æneid*," Book I.

In each examination paper passages from both of these authors will be given, but a candidate is required to translate from one author only.

Arithmetic.—The first four rules—Simple and Compound; Vulgar Fractions, and Decimals: Simple and Compound Proportion; a thorough knowledge of the British and Metrical Systems of Weights and Measures.

English.—Grammar and Composition.

In awarding marks, Spelling and the quality of the Hand-writing are taken into account.

APPENDIX VII.

ENTRANCE EXAMINATION OF TRAINING

COLLEGES.

English Composition, Parsing and Analysis.

Arithmetic, Euclid, Book III.

Mensuration of plane surfaces.

Algebra to quadratic equations (inclusive).

Application of fractions and proportion to interest, discount, percentages, averages, and stocks.

The world generally.

The seasons, the sun, moon, and planetary system.

The tides. British History.

In addition all male pupil-teachers must choose *one* of four languages (Latin, Greek, French, German), and will be examined at the end of their 1st, 2d, and 3d years, according to the course laid down in Schedule IV. for the 1st, 2d, and 3d years of study in that language.

In the 4th year, more difficult composition and grammar; with greater conversational facility (in the modern languages). In the ancient languages, Virgil, *Æneid*, Book I., verses 1-304 (in Latin), Homer, *Iliad*, Book I. (in Greek).

The L.L.A. St. Andrews is of the same *Standard* as M.A. for the subjects which it includes.

APPENDIX VIII.

EXTRACTS FROM CODE OF 1890.

Standards of Examination.

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.**	Easy Book not confined to words of one syllable.	Reading, easy narrative.	Improved reading of plain narrative.	Reading with expression a passage from a history or other book in use in the school.	Reading with expression a short passage of prose or of poetry.	Reading with improved expression.
Writing.	A line from the same book, copied in large or half text, on slates or in copybooks, at option of managers.	(a) A short sentence, of not more than three lines, from the same book, slowly read out once, and then dictated by word. (b) Writing large or half-size text; copy-books to be submitted.	(a) Five lines from the same book, slowly read out once, and then dictated by a few words at a time. (b) Fair small-told word-hand, with capital letters, and figures, to be shown in copy-books.	(a) Eight lines slowly read out once, and then dictated from the same book. (b) Improved small-hand, to be shown in copy-books.	Writing from memory the substance of a short story or narrative read out twice by the Inspector; spelling; grammar, and handwriting to be considered. N.B.—An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.	A short letter on a subject to be prescribed by the Inspector. The form of composition, spelling, grammar, and handwriting to be considered.
Arithmetic.†	Notation and numeration up to 1000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 10,000. Simple addition and subtraction of numbers of not more than ten figures. In addition, not more than eight lines to be given, with not more than four figures in each line. Multiplication by single figures up to 6.	Notation and numeration up to 1,000,000. Four simple rules. Addition and subtraction of money.	Compound rules and reduction (money, common weights and measures).‡	Simple practice, bills of exchange, and vulgar fractions, and simple interest.	Compound rules and parcels, and vulgar and decimal fractions, and simple interest.

* Scholars may be examined in the work of any standard lower than that in which they are presented.

** Reading with intelligence will be required in all the standards, and increased fluency and expression in the successive years. It will be tested in the ordinary class books, if approved by the Inspector; but these books must be of reasonable length and difficulty, and unmarked. If they are not so, books brought by the Inspector will be used. Standards i., ii., and iii. must have, at least, two sets of reading books, and, unless a manual of history or geography, of sufficient length to serve as a reading book, is used, a similar variety is necessary in the upper standards.

† The work of girls will be judged more leniently than that of boys. The Inspector may examine scholars in Mental Arithmetic, suitable to their respective standards, in order to test their readiness and accuracy.

‡ The tables to be learned include those weights and measures only which are in ordinary use, viz. —

Weight.—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.

Length.—The mile, furlong, chain, rod or pole, yard, foot, and inch.

Area.—The square mile, acre, rood, pole or perch, the square yard, foot, and inch.

Capacity.—Quarter, bushel, peck, gallon, quart, and pint.

Time.—Year, month, week, day, hour, minute, and second.

The questions set will be such as need not involve the use of fractions.

Class Subjects.

In addition to the above Standards, Class Subjects, viz.

English, Geography, History, Needlework, and Elementary Science, are prescribed but not enforced. The following is the scheme of Class Subjects.

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
I. English, including re- petition and grammar.	To repeat 20 lines of simple verse.	To repeat 40 lines of poetry and to know their meaning. To point out nouns and verbs.	Intelligent explanation of the passages read, and to point out the subject, predicate and object in easy simple sentences. To recite with expression 60 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy simple sentences. To recite with expression 80 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy complex sentences, and to show by examples the use of each of the parts of speech. To recite with expression 100 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse sentences of greater difficulty and to know the method of forming English nouns, adjectives, and verbs from each other. To recite with expression 150 lines of poetry and to know their meaning.
II. Geography.	To explain a plan of the school and playground. The four cardinal points. The meaning and use of a map.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of Scotland. Physical geography of hills and rivers.	Physical and Political Geography of Scotland, with special knowledge of the district in reference to which the school is situated.	The Physical and Political Geography of the British Isles.	The Physical and Political Geography of Europe, with British North America and Australasia.	The geography of the world generally, and specially of the British Colonies and dependencies. Interchange of productions. Circumstances which determine climate.
			Standard III.	Standard IV.	Standard V.	Standard VI.
III. Elementary science. A progressive course of simple lessons on some of the following topics adapted to cultivate habits of exact observation, statement, and reasoning.	Common objects, such as familiar animals, plants, and substances employed in ordinary life.	A more advanced knowledge of the special divisions of the subject.				

1. As a rule, the examination in the class subjects mentioned in this Schedule will follow one of the courses indicated in the Schedule. But if the Managers desire, they may submit to the Inspector at his annual visit, and the Inspector may approve for the ensuing year, some progressive scheme of lessons in these subjects, suited to the requirements of the scholars. In elementary science this scheme may be so framed as to lead up to the teaching of scientific specific subjects. It may include the subjects of navigation or the elementary principles of agriculture; and a course of manual instruction, on a graduated system, may also be submitted.

2. If History is taken as a class subject a progressive scheme of lessons in it must be submitted to the Inspector at his annual visit, and approved by him for the ensuing year.

3. In elementary Science a tripartite course is suggested for Standard III. and above, and it is recommended that the three divisions of the subjects should be taken in rotation.

(a.) Animal.—St. III. General notions of the differences of structure of beast, bird, fish, insect, and reptile.

St. IV. Classification with habits and uses.

St. V. (Man). Circulation, respiration, and alimentation.

St. VI. (Man). Bones, muscle, brain, nerves; the organs of sight, smell, touch, hearing and taste.

(b.) Vegetables.—St. III. Comparison of animal with vegetable life. General structure of a plant, root, stem, flower, with specimens.

St. IV. Plant structure. Wood, bark, pith, cells. Uses of different parts of a plant.

St. V. Food and growth of plants. Exogens and endogens. Formation of different kinds of fruit.

St. VI. Principles of classification with a general knowledge of the chief orders.

Germination, ferns, mosses.

(c.) Matter.—St. III. Matter, organic and inorganic, elementary and compound. Its three interchangeable states, solid, liquid, gaseous. The properties of matter.

St. IV. Energy indestructible. Force, inertia, momentum, gravitation, cohesion, pro-chemical affinity, combination and decomposition. Preparation and peries of oxygen, hydrogen, nitrogen, and chlorine.

St. V. Heat. What it is; effects of; modes of; thermometer. Reflection and refraction of light. Dispersion of light by a prism. Microscope; telescope.

St. VI. Magnets; kinds, structure, uses. Mariner's compass. Electricity, kinds, laws; electroscope, electrophorus, telegraph. Lever, wedge, screw.

SPECIFIC SUBJECTS.

Specific subjects are also prescribed, for which there is a grant of 4s. per subject for every day-scholar who passes in not more than two of them.

Table of Specific Subjects of Secular Instruction. (See Article 21.)

	1. Mathe- matics.	2. Latin.	3. Greek.	4. French.	5. German.	6. Principles of Agriculture.	7. Domestic Economy (Girls).
1st stage	Algebra, nota- tion, addi- tion, sub- traction, Euclid, book I. prop. 1 to 15, inclu- sive.	Grammar, to the end of regular verbs, with simple exercises in translation.	Grammar, to the end of regular verbs.	Grammar, to end of regular verbs, with simple exercises in translation.	Grammar, to end of regular verbs, with simple exercises in translation.	The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.	Food, its composition and nutritive value. Clothing and washing.
2nd stage	Algebra, to simple equations (inclusive), Euclid, book I.	Irregular verbs and first rules of syntax. Knowledge of some easy Greek reading-book. Delectus or other first Latin reading-book. Translation of simple sentences of English (three or four words) into Latin.	Irregular verbs and knowledge of some easy Greek reading-book. Translation of simple sentences (three or four words) into Greek.	Grammar, and translation into English of easy narrative sentences. Ten pages of a French conversation book approved by Inspector.	Grammar, and translation into English of easy narrative sentences. Ten pages of a German conversation book approved by Inspector.	The principles regulating the more or less perfect supply of plant food; manures as supplemental sources of plant food.	Food, its functions. The dwelling; warming, cleaning, and ventilation.
3rd stage	Algebra, to quadratic equations (inclusive), Euclid, books I., II., and III. Elements of mensuration.	The Latin Grammar. <i>Cæsar de Bello Gallico</i> , book I. Somewhat longer sentences to be translated from English into Latin.	The Greek Grammar. <i>Xenophon's Anabasis</i> , book I. Somewhat longer sentences to be translated from English into Greek.	Grammar, and knowledge of some easy French book approved by Inspector. Translation of conversational sentences into French. Tolerable correctness of pronunciation.	Grammar, and knowledge of some easy German book approved by Inspector. Translation of conversational sentences into German. Tolerable correctness of pronunciation.	The principles regulating the growth of crops, and the various actions in their yield and quality.	Food, its preparation and culinary treatment. Rules for health, the management of a sick-room.

Any other subject approved by the Department may be taken as a specific subject, provided that a graduated scheme of teaching it has been previously submitted, and approved.

If scientific subjects are taken, they must be taught mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description, instead of by making them exercise their own powers of observation, they will be worthless as means of education.

It cannot, therefore, be too strongly impressed on teachers, that nothing like learning by rote will be accepted as sufficient for a grant, and that the Examinations by the Inspectors will be directed to elicit from the Scholars as far as possible, in their own language, the ideas they have formed of what they have seen.

In any of the counties specified in Article 21 (a), Gaelic may be taken as a specific subject, provided it be taught upon a graduated scheme to be approved by Her Majesty's Inspector. s

APPENDIX IX.

PROBATE DUTY AND FEES.

*Excerpt from the Dick Bequest Trustees' Minute of 7th November
1889.*

. . . The Clerk mentioned that several other School Boards had been in communication with him as to what compensation the Trustees would require to be paid to Teachers from the Probate Duty Grant to be received by the Boards under "The Local Government (Scotland) Act 1889" in lieu of the School fees in certain Standards which the Boards might abolish, and that for the information of the Trustees he had obtained from the Boards now referred to returns for the last five and three years of the average of the fees received from Scholars which it was intended to abolish. The Clerk also mentioned that from these Returns it appeared that the averages for both periods came to about the same sum, but that Professor Laurie, the Visitor of Schools, had informed him that in some other Schools connected with the Bequest this might not turn out to be the case, owing to local circumstances. Having considered the whole matter, the Trustees authorised the Clerk, in cases where Boards inquire what compensation will be required in lieu of fees to be abolished, to ask for Returns of the averages for the last five and three years of the fees to be abolished, and on ascertaining which amount would be fairest for the Teachers, to state that the Trustees will agree thereto. Special cases, however, to be brought before the Trustees.

APPENDIX X.

Approved by Her Majesty in Council 1st May 1890.

No. 288.

Counties of Aberdeen, Moray,
and Banff.

EDUCATIONAL ENDOWMENTS (SCOTLAND) COMMISSION.

Scheme under the Educational Endowments (Scotland) Act, 1882, for the Administration of the Endowment known as the Dick Bequest, hitherto held and administered under the last Will and Testament of James Dick, of Finsbury Square, London, dated 18th May, with Relative Codicil, dated 27th November, both in the year 1827; decree of the Court of Chancery in England, dated 22nd May 1830, and Relative Declaration of Trust, dated 13th September and 23rd October, both in the year 1832.

Preamble. Whereas by said deeds and decree, certain funds and estate were bequeathed and settled for educational purposes, which funds and estate fall within the provisions of the Educational Endowments (Scotland) Act, 1882; and whereas it appears to the Commissioners under the said Act, after due examination and inquiry, that in order to extend the usefulness of the said Endowment, the administration thereof should be amended and in some respects altered; therefore the said Endowment shall, from and after the date of this Scheme (being the day on which Her Majesty, by order in Council, declares her approbation thereof), be held and administered for the purposes, with the powers, and under the conditions and provisions hereinafter set forth.

Future
Adminis-
tration of
Endow-
ment.

1. This Endowment shall henceforth be administered under this Scheme by the governing body hereinafter constituted, which is hereby incorporated by the name of the Dick Bequest Trust.

2. From and after the date of this Scheme the whole rights, funds, and estates, heritable and movable, belonging to the Endowment, or vested in the present governing body thereof, shall be transferred to, and vested in, the governing body hereinafter constituted, without the necessity of any new conveyance or instrument. Transfer-
ence of
Property.

3. The governing body, hereinafter called the governors, shall consist of thirteen persons, of whom Constitu-
tion and
Election of
Governing
Body.

Eight shall be elected by the Commissioners of the Signet,

Two shall be elected by the Senatus of the University of Aberdeen; and

One shall be elected by the Chairmen of the School Boards of Abernethy and Kincardine, Duthil and Rothiemurchus, and the School Boards of Parishes and Burghs in the Counties of Elgin and Banff, excepting the School Boards of the Burghs of Elgin, Banff, and Forres;

One shall be elected by the Chairmen of School Boards of Parishes and Burghs locally situated within the boundaries of the Parliamentary Division of East Aberdeenshire, excepting the Parish of St Fergus in Banffshire, the Parish of Old Machar, and the Burgh of Aberdeen; and

One shall be elected by the Chairmen of the School Boards of the Parishes and Burghs locally situated within the boundaries of the Parliamentary Division of West Aberdeenshire, excepting the Parish of Gartly in Banffshire, and including the Parish of Old Machar.

The governors may be elected by the several electing bodies either out of their own number or otherwise. The governors elected by the Commissioners of the Signet and the said Senatus shall, in the case of the first election, hold office for a period of five years, and thereafter until the first day of August after the expiration of that period. The governors elected by the Chairmen of School Boards shall, in the case of the first election, hold office for a period of three years, and thereafter until the first day of August after the expiration of that period. The governors shall, in the case of all elections or appointments subsequent to the first, hold office for a period of five years

from and after the expiration of the term of office of their predecessors, except as hereinafter provided. Each election, except as hereinafter otherwise provided, shall be made at a meeting convened and conducted according to the ordinary rules and practice of the electing body. Any governor may be re-elected or re-appointed. The first governors shall, except as hereinafter provided, be elected or appointed as soon as conveniently may be after the date of this Scheme. The clerk or other officer of the governors shall, at least one month before the expiration of the term of office of any governor, give notice to the proper electing body, and the electing body shall, as soon as conveniently may be after such notice, elect a governor to hold office from the expiration of said term. Any election not made as aforesaid within three months from the date of this Scheme, except in the case of the governors to be elected by the Chairmen of School Boards, or from the date of the notice of expiration of a term of office, or from the date of the notice of a vacancy, as hereinafter prescribed, shall in that case be made by the then existing governors. The governors to be elected by the Chairmen of School Boards shall be elected by voting papers, which shall be issued by the clerk or other officer of the governors to each of said chairmen, and which shall be returnable to said clerk or other officer within one month from the date of issue. Each chairman shall vote as an individual, and shall not have more than one vote in respect of being the chairman of more than one School Board. The election shall be determined at the first meeting of governors held after the return of said papers, and in the event of an equality of votes a casting vote shall be given by said meeting of governors. In the case of the first election directions shall be given to issue voting papers at the first meeting of governors held under the eighteenth section hereof. The time of issuing the voting papers for all future elections shall be determined by the governors.

Vacancies.

4. Any elected governor who shall intimate in writing his resignation of office, or shall become bankrupt or incapacitated to act, or shall, for the space of one year, omit to attend any meeting of the governors, shall thereupon be held to have vacated office. Every vacancy, whether occasioned by any of the said causes or by death, shall be entered in the minutes,

and, as soon as may be after the occurrence of such vacancy, a new governor shall be elected by the body entitled as aforesaid to make such election, who shall hold office only until the expiration of the term of office of the governor in place of whom he has been elected. Notice of occurrence of every vacancy of the office of governor shall be given by the clerk or officer of the governors as soon as conveniently may be to the proper electing body.

5. The governors shall hold at least two ordinary meetings in the year, at such places or times as they may from time to time determine. Notice of every meeting shall be delivered or sent by post to each governor, by the clerk or officer of the governors, seven days or such other time before the meeting as the governors may appoint. Meetings.

6. The chairman or any two of the governors may, for any cause which seems to him or them sufficient, require the clerk or other officer of the governors at any time to summon a special meeting, by a notice in writing, delivered or sent by post to the governors, which shall specify the business to be brought before the meeting; provided always, that if such meeting be summoned at shorter notice than that required for an ordinary meeting, no resolution or motion carried thereat shall take effect unless it is voted for by two-thirds of the governors then in office, or confirmed by a subsequent meeting held not less than seven days thereafter. Special Meetings.

7. If at the time appointed for a meeting a sufficient number of governors to form a quorum be not present, or if the business at any meeting be not completed, the governors present may adjourn the meeting to such day or time as they may fix, of which notice shall be given in such manner as the governors may from time to time appoint. Adjournment of Meetings.

8. The governors shall appoint a chairman at the first ordinary meeting of the year, or at an ordinary meeting held at such period of the year as they may from time to time determine. They shall make such regulations as they think fit for supplying his place in the case of his absence. The chairman shall hold office for a year, and shall be eligible for re-election. Chairman.

9. At all meetings of the governors five shall be a quorum. All questions shall be determined by a majority of those present. The chairman of any meeting shall have a second or Quorum and Execution of Deeds.

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casting vote in addition to his deliberate vote. All deeds and other writings, sealed by the corporate seal and signed by two of the governors and their secretary or clerk, shall be held to be validly executed on behalf of the incorporation.

Minutes. 10. A minute book shall be kept by the governors, and minutes of all proceedings of the governors shall be entered therein, including resolutions authorising writings or deeds to be executed on behalf of the incorporation.

Power to Appoint Committees. 11. The governors may from time to time appoint a committee or committees of their own number for executing any of the purposes of this Scheme, but no such committee shall consist of less than three members. The quorum of committees and the mode of conducting business at committee meetings shall be regulated by bye-laws to be made by the governors.

Accounts. 12. The governors shall cause full accounts to be kept of the capital, income, and expenditure vested in, received, and expended by them under this Scheme in such form and manner as the Scotch Education Department shall from time to time prescribe. Such accounts shall from and after the 31st of December first occurring after the date of this Scheme, be kept for each year from the 1st of January to the 31st of December, and, after the same have been examined and passed by the governors, an abstract thereof, in such form as the Scotch Education Department shall from time to time prescribe, shall be transmitted to the Scotch Education Department; and, after such audit as is hereinafter provided, shall be published by the governors in one or more of the newspapers circulating in the district.

Business Arrangements. 13. The governors may, from time to time, make such arrangements as may appear to them fit for the custody of all deeds and other documents belonging to the Endowment, for deposit of money, for drawing cheques, and also for the appointment of a clerk or factor or other proper officer, to assist them in the conduct of the business of the Endowment, at such reasonable salaries or scales of remuneration as they may determine; but no governor acting as such clerk, factor, or other officer under the provisions of this section shall be entitled to any remuneration whatever except reasonable travelling expenses when these are incurred in the service of the Endowment. All officers in the employment of the Endowment shall hold their offices at the pleasure of the governors.

14. Any money arising from the sale of timber, or from mines or minerals on the estates of the Endowment, or any other source which is temporary or occasional, shall be invested by the governors, and form part of the capital fund of the Endowment. Casual Profits.

15. The governors shall have power to feu or lease the lands and estates belonging to the Endowment at a fair rent or feu-duty, or to sell and convey the same either by public roup or private bargain, provided that the sale be authorised by a resolution passed at a special meeting, and affirmed by not less than two-thirds of the governors for the time being; they shall have power to sell and realise all stocks, mortgages, and other property belonging to the Endowment, and to discharge all securities; they shall invest the money obtained by such sales or discharges in accordance with the provisions of the immediately succeeding section, except in so far as the same may be required for the extinction of debt. Power to Sell, Feu, or Lease.

16. The governors shall have power to invest the Trust funds in the purchase of any of the Government funds of the United Kingdom or India, or heritable or real property or feu-duties or annual-rents in Scotland, or stock of the Bank of England, or stocks or shares of any Indian railway guaranteed by the Indian Government, or debentures or debenture stocks or preference or guaranteed stocks of any railway of the United Kingdom paying dividend on its ordinary stock, or to lend the same on the security of heritable or real property in Scotland, or of rates or assessments levied by authority of Act of Parliament, or on the security of any of the investments before mentioned, or on deposit receipt in any bank having its head office in Scotland, and to vary and change all such investments at their discretion. Investment of Funds.

17. The accounts shall be audited in such manner as the Scotch Education Department may from time to time prescribe, and the cost of such audit shall be paid out of the funds of the Endowment. Audit.

18. Within two months from the date of this Scheme, a meeting of the governors shall be held, upon the summons of the Deputy Keeper of the Signet. At this meeting they shall make arrangements for the conduct of business, and shall elect a chairman, but they shall not at this, or any subsequent meeting, transact any business that is not necessary for the immediate First Meeting.

administration of the Endowment until the whole of the first governors are elected.

Transfer-
ence of
Admini-
stration.

19. The present governing body shall continue to exercise all necessary acts of administration relative to the Endowment, and shall have all powers necessary therefor, until the first meeting of governors is held under this Scheme, and they shall, from and after that meeting, or at such time not exceeding six months therefrom as the governors may appoint, wholly cease to exercise any right or power of administration over the Endowment, and shall cause to be transferred to the governors, in such manner as they may direct, all the books, deeds, and papers, and all cash balances and movables belonging to the Endowment.

Governors
may act
though
Governing
Body not
full.

20. Except as herein provided the governors for the time being, if a quorum is formed, may act for all the purposes of this Scheme, although the governing body as hereinbefore constituted is not complete.

Discharge
of Govern-
ing Body.

21. The governors shall have power to grant a full and effectual discharge to the present governing body of the Endowment, and to the individual members thereof, from all claims competent against them in respect of the said Endowment, on a satisfactory audit of the accounts of the said Endowment, and on compliance with the provisions of the nineteenth section hereof, and shall be bound, if required, to grant such discharge on fulfilment of the said conditions.

Vested
Interests.

22. All vested interests of individuals holding any office, place, employment, pension, compensation, allowance, bursary, or emolument under or arising out of the said Endowment, in so far as the same were in existence at the passing of the Educational Endowments (Scotland) Act, 1882, are hereby saved and reserved, and in particular, and without prejudice to the foregoing generality, the governors shall have power to continue, so long as they may think proper, the allowance now being paid to George Hepburn, sometime schoolmaster of Boyndie, but that always under the conditions and obligations under which said allowance is now paid.

Application of Income.

Application
of Income.

23. The governors, after paying the necessary expenses of management, salaries, and the burdens and taxes affecting the

Endowment, shall apply the free income of the Endowment in the manner hereinafter provided.

24. The district within which the Endowment shall be applicable shall be the counties of Aberdeen, Moray, and Banff, with the parishes of Abernethy and Duthil, but shall not include any part of the burghs of Aberdeen, Elgin, Banff, or Forres. District within which Endowment applicable.

25. The governors may continue to pay to any schoolmaster within the said district, who is at the date of this Scheme, and has been continuously from a date prior to Whitsunday 1873, in receipt of a grant from the Trustees of Dick's Bequest, an annual sum equal to the average annual payment so received by him from the Trustees of Dick's Bequest for the six years immediately preceding the date of this Scheme, provided always that they are satisfied, by such examination or inspection as they may from time to time make, or otherwise, of his efficiency as a teacher, and of the attention paid to the higher subjects of instruction in his school; provided further that the said payment shall be subject to deduction should the schoolmaster cease at any time to pay due attention to the higher subjects, having regard to the locality in which the school is placed and other circumstances, and that such payment shall not in any case be continued to any schoolmaster after he shall have ceased to be a schoolmaster in a public school within the said district, and no such payment shall be made to any schoolmaster in a school in respect of which payments shall be made under the other provisions of this Scheme. Payments to Old Parochial Teachers.

26. The governors may pay to any other schoolmaster within the said district, who has been appointed to his office as schoolmaster at a date prior to the date of this Scheme, if they are satisfied by such examination or inspection as they may from time to time make, or otherwise, of his efficiency as a teacher and of the attention paid to the higher subjects of instruction in his school, a fixed sum of £15, together with a capitation grant at such rate or rates as the governors may from time to time determine, for every child that shall be receiving in his school efficient instruction in the higher subjects, the efficiency to be ascertained in such way as to the governors shall seem best, the total of such capitation grants in any one school not to exceed the sum of £35, in addition to the foresaid fixed sum of £15. No such payments shall be made except on condition that the Payments to Teachers since 1872.

schoolmaster's emoluments shall not be less than are at present secured to him by the conditions of the Bequest as now in operation. The governors shall not make any payment under this section to any schoolmaster after he shall cease to be schoolmaster in a public school within the said district, nor shall they make any such payment to any schoolmaster in a school in respect of which payments shall be made under the other provisions of this Scheme.

Grants to
School
Boards.

27. The governors may make annual grants to School Boards within the said district, for the purposes of higher instruction, under the following conditions :—

- (1) That there shall be a master in one of the schools belonging to such School Board who shall be capable of giving instruction in the higher branches, and shall either be a university graduate, or shall have, before the date of this Scheme, passed the examination, conducted by the examiners of the present trustees of the Dick Bequest ;
- (2) That (a) in cases in which the school in which such master is employed has an average attendance of 150 or more, the teaching staff shall, without the headmaster or such other master as may be specially appointed for the purpose of giving higher instruction, be sufficient to meet the requirements of the Code up to and including the fifth standard : and (b) in cases in which such school has an average attendance of less than 150, the teaching staff shall, without the headmaster or such other master as may be specially appointed for the purpose of giving higher instruction, be sufficient, after a deduction of thirty from the numbers in average attendance, to meet the requirements of the Code ;
- (3) That the grant shall not be applied in relief of any expenditure which the School Board might reasonably be expected to incur out of the School Fund ;
- (4) That no grant shall be made in respect of more than one school in any parish or school district, except in cases in which, at the date of this Scheme, there are two schools within a parish or school district in receipt

of such grant. The governors in such cases shall have power to continue both of such grants, under the foregoing conditions, if they shall be satisfied that, owing to the configuration of the parish or district, or to the amount of the population, it would be prejudicial to the higher education of the children in the parish or district, to give up either of such grants.

28. The amount of the grants to be made by the governors, under the provisions of the immediately preceding section, shall be made by way of a fixed payment of a sum which shall in no case be less than £15 per annum, together with a capitation grant at such rate or rates as the governors may from time to time determine, for every child who shall be receiving, in the school in respect of which the grant is made, efficient instruction in the higher subjects, the efficiency to be ascertained in such way as to the governors may seem best. The amount of the capitation grant to be paid in respect of any one school shall not exceed the sum of £35, in addition to the above fixed sum of £15. Regulations as to Grant.

29. The governors may, in exceptional cases, and provided they have funds at their disposal after the preceding purposes have received due effect, make grants of not less than £60, nor more than £200, to assist schools, which are public schools, or schools established or carried on under a scheme passed under the Educational Endowments Act, 1882, in giving higher instruction in the said district. In selecting the schools to receive grants under this section the governors shall take into consideration the relative importance of the place as a centre for higher education, the extent to which the school appears to be capable of improvement for the purposes of higher instruction, by the application of the grant, and the amount of the assistance already given, or undertaken to be given in the locality, for higher instruction either out of the rates or by voluntary effort. These grants shall be given to the governing body of the school on condition :— Exception Grants to School Boards.

1. That there is a teacher or teachers in the school capable of giving efficient instruction in Latin, Greek, and Mathematics, and that the head teacher shall be a university graduate ; and

2. That the governing body has already carried, or is prepared to carry, the school, from its own, or from other local resources, to as high a degree of efficiency as can reasonably be expected under the circumstances, and that the grant shall be applied in such a manner as to increase the efficiency of the school for higher education.

Special grants may in addition be given for supplying models, apparatus, and other appliances for scientific instruction. In determining the amount of the grant the governors shall take into consideration :—

- (1) The efficiency of the teaching staff for the higher subjects, and the adequacy of the apparatus ;
- (2) The number of pupils in the more advanced stages of Latin, Greek, and Mathematics ;
- (3) Efficient teaching of modern languages and mechanical drawing, elementary mechanics, physics, chemistry or natural science, provided always that no science teaching be recognised for the purpose which is not accompanied by efficient experimental demonstration ;
- (4) The extent to which the grant is met by local effort, either out of the rates or by subscription or donations.

It shall be in the power of the governors, in making any annual grant, to make conditions that the fees charged in the school be not below a certain rate, and that the grant shall not be applied to cheapen education to those able to pay for it ; that such an amount of free education or education at a reduced rate as the governors may prescribe be given to those requiring aid in obtaining higher education ; and that the teaching staff be maintained on a satisfactory scale. The governors shall at once reduce or withdraw a grant, if they are satisfied that it is not being applied in accordance with the provisions of this section, or the conditions made by them ; provided always that if the governing body of the school have incurred any special obligations on the faith of the grant, it shall be competent to them to appeal to the Scotch Education Department, and in that case the consent of the Scotch Education Department shall be necessary to the withdrawal or reduction of the grant.

Inspector. 30. The governors may appoint an inspector or examiner, or

inspectors or examiners, who may report from time to time on the working of the Scheme and on the schoolmasters or schools receiving or applying for grants under the provisions of this Scheme. The governors shall have power to pay any person or persons so appointed such fees or salary and such sum in name of expenses as they may consider reasonable.

31. The governors shall have power to set aside and invest by way of deposit in bank or in such other manner as they find suitable in the circumstances, a sum not exceeding at any one time £1000 of the capital fund of the Endowment for meeting any expenditure in the carrying out of this Scheme that may not fall naturally or conveniently within the ordinary expenditure of any year. They shall also have power to set aside such annual sums as they may deem requisite for the purpose of keeping up a fund of £1000 for the above purpose. They may at any time use the capital of the said fund for such expenditure and also for the purpose of temporarily meeting payments falling to be made out of the income of the Endowment for which they may not have income in hand at the time, but any part of the fund so temporarily used for payments falling to be made out of the income of the Endowment shall be repaid at or before the next ensuing term of Whitsunday or Martinmas as the case may be. They shall use the income derived from the said fund as part of the ordinary income of the Endowment.

32. The residue of the free annual income, in so far as it has not been applied under the provisions of this Scheme, shall be invested by the governors as soon as it shall amount to £100, and form part of the capital fund of the Endowment.

General Clauses.

33. From and after the date of this Scheme, the Endowment, except as otherwise herein provided, shall be administered and governed for every purpose exclusively in accordance with the provisions of this Scheme, notwithstanding any previous Act of Parliament, Statute, Provisional Order, Charter, Deed, or Instrument relating thereto.

34. It shall be in the power of the Court of Session to alter the provisions of this Scheme upon application made to them, with consent of the Scotch Education Department, by the

Reserve
Fund.

Residue of
Income.

Endow-
ment to be
adminis-
tered in
future in
accordance
with
Scheme.

Power to
apply to
Court of
Session for
Alteration.

governing body or any party interested, provided that such alteration shall not be contrary to anything contained in the Educational Endowments (Scotland) Act, 1882.

Power to
make Bye-
Laws and
Standing
Orders.

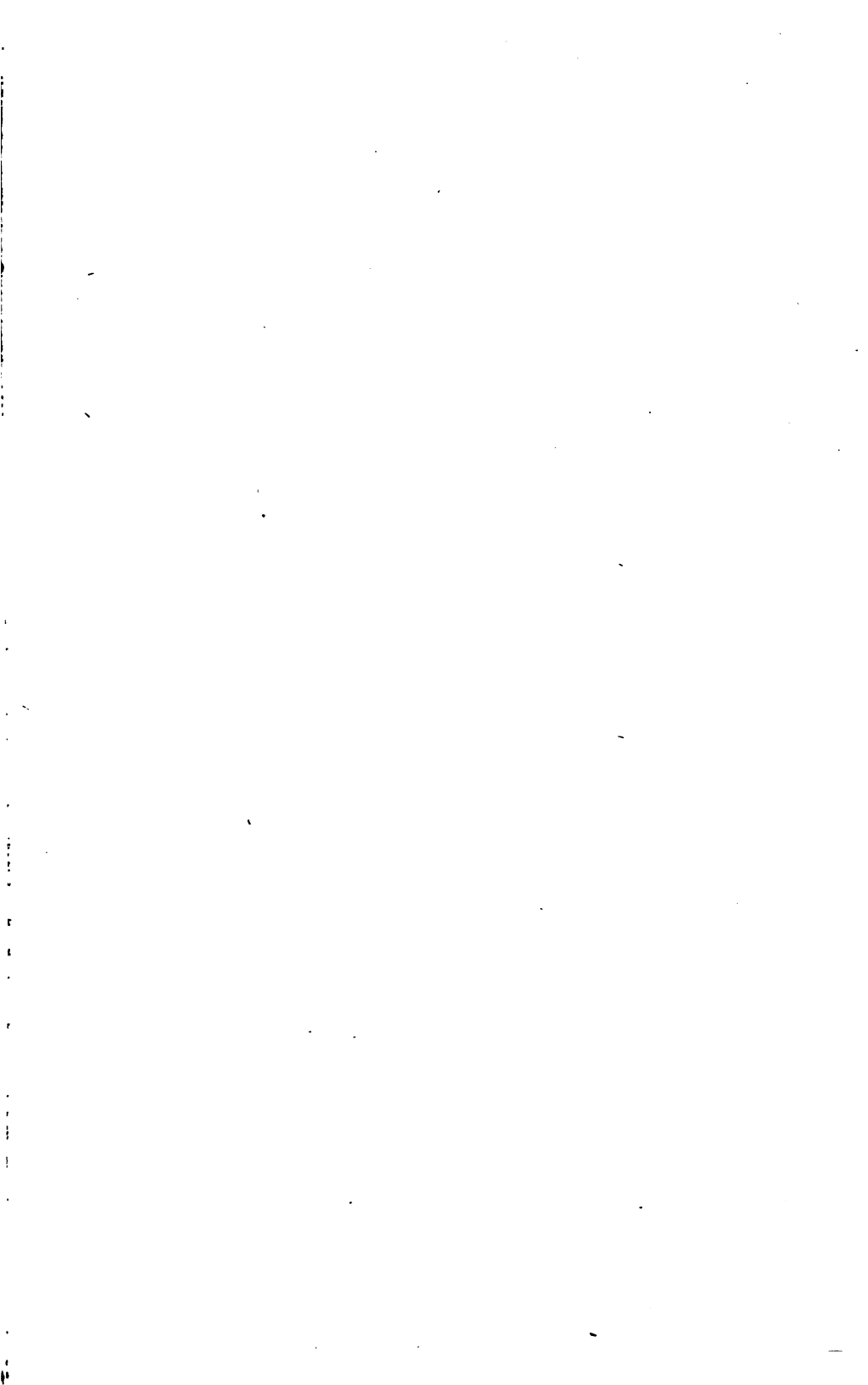
35. The governors shall have power to make such regulations, Bye-Laws, and standing Orders as they think fit, in so far as the same are not inconsistent with the provisions of this Scheme, and may alter or repeal the same, provided that such Rules, Regulations, and Bye-Laws shall be approved, altered, or repealed by a resolution carried at a meeting, of which notice is given as herein provided, and affirmed at a meeting, held with notice as aforesaid, not less than fourteen days thereafter.

Additional
Donations.

36. The governors may receive any additional donations or endowments for the general purposes of this Scheme. They may also receive donations or endowments for any special objects connected with the Endowment which shall not be inconsistent with, or calculated to impede, the due working of the provisions of this Scheme.

Scheme to
be printed.

37. The governors shall cause this Scheme to be printed, and a copy to be given to every governor and officer of the Endowment upon his entry into office, and copies shall be sold at a reasonable price to all persons applying for the same.





[illegible]

[REDACTED]

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